



CEPY: 5230 COUNSELING THEORY & TECHNIQUE

New Mexico State University
Department of Counseling and Educational Psychology
MA Clinical Mental Health Counseling Program

FACE-TO-FACE COURSE

**Syllabus is tentative and subject to change.*

* Students are responsible for reading and understanding all components of the syllabus. By enrolling in this course, students are indicating their consent and agreement to comply with all aspects of the syllabus and course.

Instructor: Dr. Mike Kalkbrenner, Ph.D., NCC
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Telephone: (575) 646-1657

Office: O'Donnell Hall 202 J

Office Hours: By appointment.

- Appointments are available everyday (including weekends). Please email the instructor to make an appointment.

Required Face-To-Face Meetings in O'Donnell Hall, Room 127

Class time with the Instructor: Wednesdays, 4:45 pm – 7:15 pm

Lab time with Ph.D. student supervisor(s): Wednesdays, 7:30 pm – 9:00 pm

Required Course Materials

- ❖ Neukrug, E. (2018). *Counseling theory and practice (2nd ed.)*. Cognella. ISBN: 978-1-5165-0630-9
- ❖ Neukrug, E. (2019). *Counseling helping skills: Critical techniques to becoming a counselor*. Cognella. ISBN:1516536991
- ❖ Videos of counseling sessions (see the course schedule)

Additional required readings and/or videos might be identified throughout the semester. Please note that unless otherwise specified, all required readings are due before the start of class on the day the reading is listed on the course schedule.

Flash Drive (> 4GB)

Students will need a flash drive (\geq 4GB) to store role-plays of counseling skill demonstrations. The flash drive will be turned into the instructor at least different times throughout the semester. The instructor reserves the right to require that a student submit more than two recordings.

Video Recording Capacity:

Students must have a way to record role-plays of counseling sessions to turn into the instructor. Students may use a camera, record on Zoom, or another method as long as they can produce a video file that can be stored on a flash drive and turned into the instructor. Video submissions with poor quality video or audio will not be accepted for credit.

Recommended Course Materials**Recommended Videos**

Mirroring: <https://www.youtube.com/watch?v=wWmAvfZv3PY>

Emotions: https://www.youtube.com/watch?v=GPTH7s2GT_8

Additional Readings/Resources

American Counseling Association (ACA) Code of Ethics: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Bowlby, J. (1980). *Attachment and loss*. Basic Books.

Burns, D. (1999). *Feeling Good*. Harper

Doka, K.J. (1989). *Disenfranchised grief: Recognizing hidden sorrow*. Lexington.

Erickson, E. (1950). Growth and crises of the healthy personality. *Psychological Issues*, 1, 50-100.

Fairbairn, W. R. D. (1952). *An object relations theory of personality*. Basic Books.

Freedman, D.K. (2002), *History of Psychotherapy*. Maryland: APA Books.

Freud, S. (1905). *Three essays on the theory of sexuality* (Vol. 7). Hogarth Press.

Gergen, K.J. (1991). *The saturated self: Dilemmas of identity in contemporary life*. Basic Books.

Greenberg, J.R., & Mitchell, S. A., (1983). *Object relations in psychoanalysis*. Harvard Press.

Hall, K., Gibbie, T., & Lubman, D. I. (2012). Motivational interviewing techniques: Facilitating behavior change in the general practice setting. *Australian Family Physician*, 41(9), 660–667.
<https://www.racgp.org.au/afp/2012/september/motivational-interviewing-techniques/>

Harter, S. (2001). *The construction of self*. Guilford Press.

Jung, C. G. (1989). *Memories, Dreams, Reflections*. Vintage

- Kernberg, O.F. (1976). *Object relations theory and clinical psychoanalysis*. Jason Aronson.
- Klein, M. (1930). The importance of symbol-formation in the development of the ego. *International Journal of Psycho-Analysis*, 11, 24-39.
- Mahler, M., Pine, F., & Bergman, A. (1975). *The psychological birth of the human infant* Basic Books.
- Mitchell, S. A. (1988). *Relational Concepts in Psychoanalysis: An Integration*. Harvard University Press.
- McAdams, D.P. (1997). The case for unity in the Post moderns self. In R.E. Ashmore & L. Jussim (Eds.), *Self and Identity*, pp. 46-78. Oxford Press.
- Norcross J.C. (Ed) (2002) *Psychotherapy relationships that work*. Maryland: APA Books Rogers, C. (1980). *A way of Being*. Mariner Books

Owl Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/resource/560/01/>

Wallin, D.J. (2007). *Attachment in Psychotherapy*. New York; Guilford Press

Winnicott, D.W. (1958). *The capacity to be alone: The maturational process and the facilitating environment*. International Press.

Additional Readings/Resources II

Dinkmeyer, D. C., Pew, W. L. & Dinkmeyer, D. C. Jr. (1979). *Adlerian counseling and psychotherapy*. Brooks Cole Publishing Company.

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. Harper Perennial.

Greenberg, L. S. (2002). *Emotion-focused therapy: Coaching clients to work through their feelings*. American Psychological Association.

Greenberg, L.S. & Paivio, S.C. (1997). *Working with emotions in psychotherapy*. Guilford Press.

Hackney, H. & Cormier, L. (2001). *The professional counselor: A process guide to helping*. Allyn and Bacon.

Ivey, A. E., Ivey, M. B., & Zalaquett, Z. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage Learning.

Lazarus, A. (1976). *Multimodal behavior therapy*. New York: Springer.

Meier, S. T., & Davis, S. R. (2001). *The elements of counseling* (4th ed.). Thomson Brooks/Cole Publishing Co.

Morrison, J. (2007). *The first interview: Revised for DSM-IV* (3rd ed.). The Guilford Press.

Payne, M. (2006) *Narrative therapy* (2nd ed.). Sage.

Rogers, C. R. (1951). *Client-centered therapy*. Houghton Mifflin.

Sue, D.W. & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice (5th ed.)*. Wiley.

Teyber, E. (2006). *Interpersonal process in psychotherapy: An integrative model (5th ed.)*. Brooks/Cole Co.

Wubbolding, R. E. (2000). *Reality Therapy for the 21st century*. Routledge.

Yalom, I. (1981). *Existential psychotherapy*. Basic Books.

Course Objectives: At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

PROFESSIONAL COUNSELING IDENTITY- SECTION 2: 5. COUNSELING AND HELPING RELATIONSHIPS	
CACREP Standard	Corresponding Course Assignment
2.F.5.a. theories and models of counseling	<ul style="list-style-type: none"> • My Theory Paper
2.F.5.b. a systems approach to conceptualizing clients	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays • My Theory Paper
2.F.5.c. theories, models, and strategies for understanding and practicing consultation	<ul style="list-style-type: none"> • My Theory Paper
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.e. the impact of technology on the counseling process	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.f. counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.g. essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.h. developmentally relevant counseling treatment or intervention plans	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.i. development of measurable outcomes for clients	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.l. suicide prevention models and strategies	<ul style="list-style-type: none"> • Skills demonstrations and in-class role-plays
2.F.5.m. crisis intervention, trauma-informed, and	<ul style="list-style-type: none"> • In-class (in-lab) suicide risk assessment,

community-based strategies, such as Psychological First Aid	trauma, and other role plays
2.F.5.n. processes for aiding students in developing a personal model of counseling	<ul style="list-style-type: none"> • My Theory Paper

Key Performance Indicator (KPI)

CACREP Core Area	KPI	Assessment
<i>Counseling and Helping Relationships</i>	5. Students will be able to identify the fundamental tenants of major counseling theories and demonstrate fundamental counseling skills.	Overall Skills Demonstrations KPI Rubric

Methods of Instruction: Unless university guidelines change, this class will be meeting in synchronous face-to-face instruction format (**i.e., students must come to campus to attend class**). The course also includes a variety of readings, activities, and assignments that will be completed outside of class time.

Instructor Availability: The instructor is **very available** for support both in and out of class. Students are encouraged to meet with the instructor throughout the semester to discuss any questions about the course. Email (mkalk001@nmsu.edu) is the best way to get ahold of the instructor. **Students should email the instructor using their NMSU email address.** Barring any unforeseen circumstances (e.g., illness, injury, travel...) the instructor will reply to emails within 24-hours. Also, barring any unforeseen circumstances, the instructor will return graded assignments within approximately one week of the due date.

Course Requirements:

1. Professionalism, Adherence to Ethical Standards, & Receptivity to

Feedback: Students are expected to maintain the highest ethical standards as outlined in this syllabus, the university, college, department and national professional organizations as well as the guidelines in the student handbook. **A student's ability to accept feedback (positive, constructive, and negative) is paramount to their professional development.** Critical or constructive feedback can offer a positive experience that facilitates insight and growth. Students are required to be open to feedback, as one's development as a graduate student and professional is a life-long process. As just one example, it is not acceptable for a student to say that they do not require feedback because they have received positive feedback in the past about their use of a particular skill or competency. **Students have a responsibility to incorporate all of the instructor's feedback to improve their performance and to enhance their development.** If a student has questions or reservations about the instructor's feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor's formative or summative feedback. A student's unwillingness or lack of receptivity to feedback might result in point deductions or not passing

the course (regardless of performance on assignments). Concerns about professionalism might also be brought to the program committee.

Attendance & Participation: Attendance and participation fall under the purview of professionalism, as regular and consistent attendance and participation are expected. Late arrivals/early departures (without approval from the instructor) will be noted by your instructor, and is not desirable in terms of your final grade. Students are expected to be in class at the start of class and remain until the end of class. Students who come in late or leave early may (or may not) receive partial attendance credit at the instructor's discretion. Students are entitled to one absence; however, they might not receive credit for any missed in-class assignments on the day of the absence. In most cases a late arrival/early departure will count as half an absence, however, the instructor reserves the right to deduce more points than half an absence at his discretion based on the nature of the late arrival/early departure. If any portion of the class is meeting online, students are required to keep their video on for the entire class. If a student's video is off during class, they might not receive full (or any) participation credit at the discretion of the instructor. Students should also be fully present during both face-to-face and online classes (i.e., not driving, making dinner, doing chores, or any other activity). A student who is not fully present might receive partial (or no) attendance/participation credit for that class at the instructor's discretion. The point allocation for attendance and participation towards the final course average is listed in the Point Spread for Grade Determination table; however, excessive absences or lack of participation might result in more than the allocated amount of points being deducted from a student's final course grade. Suppose, for example, attendance and participation is worth 10% of the final course average. It is possible that a student might lose more than 10% of their final course grade for unexcused absences (at the instructor's discretion). If a student is absent from class, they are responsible for finding out what was covered in class on the day of the absence.

Students are entitled to miss one class without point deductions. Beyond this, each missed class will be a 3-point deduction from the student's final grade. Missing more than two classes might result in not passing the course (regardless of performance on assignments). This is based on accreditation standards and the notion that students need to be present to learn and practice the skills introduced in the course. Points are also impacted by participation. A student who does not participate in discussions and/or activities may lose participation points at the instructor's discretion. A student's final participation and attendance grade will be determined by the student's attendance, participation in class activities, and the instructor's subjective evaluation of the student's active involvement in the course. Students are responsible for checking in with the instructor throughout the semester about their participation grades. Students should notify the instructor of an absence prior (ahead of time) to the absence, however, please note that informing the course instructor of an absence does not automatically make it an excused absence (even with a doctor's note or other documentation). In the event that a student's extenuating circumstances prevent the student from attending class, this student's absence(s) might be excused with documentation, however, the decision about whether or not to excuse a student's absence or to allow the student to make up other assignments is entirely at the instructor's discretion. The instructor reserves the right to give a student a make-up assignment to earn back the points that were lost for each excused absence. The instructor also reserves the right to require documentation regarding excused absences, tests, and all other course assignments, which must be submitted before the end of the day (11:59pm) on the last day of class to be considered by the instructor.

Being prepared for (i.e. up-to-date on readings, formulating pertinent questions ...) and engaging respectfully in class discussions, experiential exercises, and small group work is also required. Respectful dialogue is expected. While disagreements or debates can be useful for expanding knowledge and understanding, insults, stereotyping, or derogatory comments are not. The instructor reserves the right to terminate discussions in such cases (though he does not expect to have to do so). The quality of participation will be subjectively evaluated by the instructor; keep in mind that sheer quantity is not the same as quality. The instructor also reserves the right to request that a student leave more space for their classmates to participate. Please advise the instructor if there is a significant reason why you must leave your phone active. Also, please do not take notes on your cell phone. **Successful completion of this course is based on a student's grades and dispositions** both in and out of the classroom as well as online. Thus, it is possible for a student not to pass the course based solely on their dispositions (regardless of their grades or performance on assignments).

Counseling Skills Lab: Students will have multiple opportunities to practice their counseling skills during class time under the direct supervision of the instructor. Students will have additional opportunities to practice their counseling skills and engage in a counseling techniques laboratory, which will meet after class (7:15 pm to 9:00 pm) under the supervision of Ph.D. students. Developing counseling skills takes practice and there are a number of ways to apply counseling skills effectively. To this end, the purpose of the lab is to reinforce the counseling skills that students are learning in class and to give students an opportunity to receive feedback from a supervisor in addition to the instructor. Students will have the opportunity to practice the skills and engage in didactic discussion regarding the practicality, usage, and appropriateness of specific skills. Students are required to attend all scheduled lab times, and be prepared to interact with colleagues in mock counseling sessions. All of the course expectations for attendance, participation, and professionalism outlined above apply to the lab section. Students are required to videotape all sessions. Small and large discussions will also be part of this process. Supervisors will provide feedback and will evaluate your performance in each session. The instructor will consider your supervisor's feedback; however, ultimately the instructor will assign students' grades.

Show and Tell: On the last day of class, students (and the instructor) will bring in an object that symbolizes the major tenants of their personal integrated theory of counseling. Please think deeply about this visual/emotional symbolic representation. Bring your symbol with you and be prepared to share with the class the significance of it. Please share as you feel comfortable, but the purpose is to explore deeper connections with the concepts and/or theory(ies) symbolically.

- 2. Co-Facilitation of Class Discussion:** Each student will co-facilitate at least one class discussion with Dr. K on a counseling theory listed in the table below. **Presentation topics will be randomly assigned in class.** Students might present in pairs on certain topics that are

longer in complexity and/or length. Students should read the textbook chapter that corresponds to their topic and prepare discussion questions. The instructor recommends that students begin the discussion by asking their classmates to discuss their reactions to the readings. This is one way to facilitate student-centered learning. Students should then be prepared with a list of discussion questions. Meeting with the instructor ahead of time is highly recommended but optional. All students are expected to actively participate in each class discussion to earn credit for class participation.

The instructor provides PowerPoint presentations for each of the theories on Canvas. Students may refer to these PowerPoints for preparation, **however, PowerPoints (the instructor's or your own) should not be used during the class discussion.** The idea is to promote class discussion, rather than lecture. Students are allowed (but not required) to include short video clips or handouts, **however, the instructor must approve the content of any video or audio clips before they can be included in a presentation.** If a student uses presentation materials, they must **submit the presentation materials to the drop box on Canvas no later than 9 am on the day of their presentation.** Students who are not presenting are responsible for coming to class prepared to discuss the reading. **Students who are unprepared and/or do not participate in the class discussion might lose points on their final course grade.**

Discussion Topics available for Facilitation of Class Discussion:

***Bolded** topics denote pairs

Topic
Relational-Cultural Therapy
Reality Therapy
Behavior Therapy
Rational Emotive Behavior Therapy & Cognitive Behavioral Therapy
Gestalt Therapy
Existential Therapy
Narrative Therapy
Solution-Focused Brief Therapy
Psychoanalysis
Analytical Therapy
Individual Psychology

- 3. Skill Demonstrations 1 & 2:** Students will work with a partner to record two separate videos demonstrating their proficiency using basic counseling skills. Students will take turns

roleplaying a client and counselor. **Grading criteria and required worksheets** for each skill demonstration are available on the last pages of this syllabus, and students should review them in order to prepare. **When roleplaying the client, students have the autonomy to pick the presenting concern, however, instructor approval is required.** Students should role-play a client with a presenting concern at a level of moderate acuity that will provide their peer with a chance to practice their counseling skills. As just one example, symptoms of anxiety are much more feasible to role-play than symptoms of a Dissociative Disorder. The instructor is very available for support if a student has questions about how to role-play a client.

Please note that in order to pass the course, *it is required that students competently demonstrate paraphrasing and reflecting feeling skills on the spot and without assistance* in role plays. Students should role-play an entire counseling session (45 to 60 minutes) and **submit the video of the entire session on the flash drive**. Sessions must be **video recorded** (i.e., audio only is not acceptable) and both the client and counselor should be visible in the video). Include at least one example of each requirement/skill that's listed on the grading rubric. However, students are encouraged to select both effective examples of each skill, as well as instances where the use of a skill seemed ineffective, which they can grow and learn from. **Students are required to complete this assignment using the skills demonstration template** (see the last pages of this syllabus). Assignments turned in using other formats will not be graded and might result in point deductions or a zero. Submissions with excessive technology issues (i.e., files/videos that the instructor cannot access) might not be graded and may result in point deductions or a zero at the instructor's discretion.

4. **My Theory Paper:** Please note that *it is required that students pass this assignment* (80% or higher in order to pass the course) by self-reflecting on their beliefs (e.g., about how people change and what others can do to help them) and then identifying one or more counseling theories that best align with their beliefs. This 7-8-page paper (not including the title page and references) will explain how your actual beliefs based on your personal experiences correspond to each of the following tenets of a theory developed by an expert counselor or psychotherapist: (a) nature of human beings and personality constructs, (b) nature of suffering, (c) the purpose and utility of counseling techniques (including but not limited to microskills), (d) how change happens (including but not limited to determinism vs. anti-determinism), and (e) role of the counselor and counseling relationship (including but not limited to what the counselor is responsible for and what the client is responsible for). Please label each of the sections with the titles provided above in A – E, (i.e., APA-7 level 2 headings). An abstract is not required. Write in complete paragraphs and cite sources as applicable. **Avoid the use of direct quotes.** The idea is to give the theorists credit by citing them and then presenting the materials in your own words to demonstrate your understanding of the material.

Do not take on a theory like trying on someone else's sweater, it will not fit. You cannot set aside who you really are and try to follow someone else's theory; clients will be able to tell that your approach is not genuine. What you truly believe about how change occurs and what counselors can do to help are already a part of you and have come from your lived experience. Own your beliefs after reflection, and then look for support for your ideas in the literature. Finding expert counselor/authors who believe like you do gives you resources that will make sense to you for when you are feeling stuck with clients, like a roadmap or GPS when you get lost while driving. Some students find it easy to identify with a movement and will say I'm

psychodynamic, I'm cognitive behavioral, I'm a humanist, or I'm fourth force. It is also quite common for people to say I'm relational (some combination of feminist/humanist/psychodynamic). Sometimes students identify with a specific theory, as in I'm a Gestalt counselor or I'm a narrative therapist. By the end of this course, you must be able to articulate a professional theoretical orientation and how that decision came from exploring your personal beliefs and finding your home within one of the four movements. The grading rubric for this paper is available on the last pages of this syllabus.

- 5. Final Exam:** Students will be administered a final exam based on the text, additional readings as assigned, and lecture material. The exam will be in class, closed book, and cover material from readings, lectures, and other class activities. The purpose of the exam is to test students' mastery of the course material and help to prepare them for the National Counselor Exam (NCE) as well as other comprehensive and credentialing exams. Students are encouraged to form a study group. The format for the test will be primarily multiple choice and some true/false items. There might also be matching items and/or short answer questions. Students are responsible for all material in the text whether the material is covered in class or not. A great amount of additional resources, activities, and videos are integrated into this course. Some chapters or portions of chapters might not be covered during class time. However, students are still held responsible for the text material, as this material might be covered on the test. Failure to take the exam will result in a grade of zero. A make-up test will only be given in extreme circumstances to be determined at instructor's discretion. There will be no make-up tests without the prior approval of the instructor. Prior approval means the instructor's approval must be given before the scheduled test date (i.e., if you miss a test and contact the instructor following the scheduled test date and time, a make-up test will not be approved). Arriving late is a major distraction to other students who are taking the exam and might result in point deductions or a grade of a zero to be determined at the instructor's discretion. The instructor is required to collect the hardcopies of the tests. As such, students **MUST** return their test in order to receive credit for taking the test. Students who do not return copies of their exams will receive a grade of a zero. Students are encouraged to make an appointment with the instructor if they would like to review their test results.

APA Style: Unless otherwise specified, all course assignments must be written in accordance with the guidelines provided in the American Psychological Association (APA) Publication Manual, 7th Edition. Students are strongly encouraged to acquire a copy of the APA-7 Publication Manual (see recommended readings) or use The Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html), which is basically an online version of the most recent edition of the APA manual. APA-7 permits the use of the following font styles: 12-point Times New Roman, 11-point Calibri, 11-point Arial, 10-point Lucida Sans, or 11-point Georgia, however for continuity, **12-point Times New Roman font should be used in all written assignments in this class.** In addition, the formatting guidelines for a **Professional Title Page** (See APA-7 Manual p. 30-31), **not the Student Title Page**, should be **used in all class assignments.** In all written assignments, **avoid using the words**

“prove” or “cause” unless one is reporting the results of a true-experimental design. Students are required to follow APA guidelines in all written assignments regardless of whether APA style is directly mentioned in the instructions or on the grading rubric.

Grading Policy: According to the NMSU Graduate Catalog, a grade of A indicates that the student has satisfied all requirements at a level of excellence, while a grade of B indicates a satisfactory level of proficiency. However, a student’s successful completion of the course also depends on professional dispositions. Thus, it is possible for a student not to pass the course based solely on their professional disposition (regardless of performance on assignments).

Withdrawals: Course progress will be monitored continuously, and student standing in the course will be available on request prior to the last day to withdraw from the course with a W. The instructor reserves the right to withdraw a student from the course, however, it is the student’s responsibility to drop or withdraw from the course pursuant to NMSU deadlines and procedures if you do not wish to receive a grade for the course. **The instructor will NOT administratively drop you by the last ‘W’ date** if you have not attended class, have failed to submit assignments resulting in inability to successfully complete the class, cannot pass the class, or for another reason.

Changes to the Syllabus: The instructor reserves the right to make changes to any part of this syllabus (including the due dates and requirements for assignments) and the course schedule at any time. Students may make reasonable suggestions for changes; however, the final decision about whether to implement any recommended changes remains solely with the instructor. With the exception of extenuating circumstances (e.g., illness, injury...), students will be given at least 24 hours’ notice if any changes are made. **It is the students’ responsibility to check Canvas and their NMSU email accounts at least every 24 hours.**

Assignment Submissions and Evaluation Criteria: Unless otherwise specified, all assignments are due before 11:59 pm on the due date indicated on the course schedule and are to be **submitted via Canvas as Microsoft Word documents**. Assignments submitted in other formats might be considered late and may not be graded. Unless otherwise specified, all written assignments should be written in complete paragraphs (i.e., **do not use bulleted or numbered lists**). Microsoft Office is available to students via Google Docs at no cost (see www.my.nmsu.edu). The full version of Microsoft Office is available to students in a variety of computer labs across campus. In addition, students can access Microsoft Office (and a number of other programs) via NMSU’s virtual lab. See the Point Spread for Grade Determination table below for the evaluation criteria for this course. Unless otherwise specified, there will be no resubmissions of any assignment for any credit after the assignment is due.

Group Work. Students should pay particular attention to the directions and submission instructions on any group assignments. In some cases, all group members might be required to turn in their own copy of the group assignment. In other instances, only one submission per group

might be required. In this case, both group members can turn in their own copy of the assignment if they would like to, however, both group members should make sure to turn in the same copy, as the instructor will grade the first submission that he comes across. Generally, all group members will receive the same grade; however, the instructor reserves the right to assign different grades to each group member at his discretion. Please distribute the workload evenly. If there is an issue in the group, students are encouraged to discuss and try to work out the issue together. If the issue is still not resolved or if a student does not feel comfortable discussing a concern with their group member, they should let the instructor know early on (do not wait until the issue escalates into resentment). In all likelihood, students will work in groups in some capacity in their future careers. Thus, it is important for students to develop and practice interpersonal skills that are necessary for successful group work.

Formative Feedback. The instructor is available to give formative feedback on most assignments **before** they are due. The instructor will provide formative feedback on one draft of an assignment. If a student wants written formative feedback on an assignment before the due date, that student must submit their draft to the instructor at least 7 days before the due date. Students should submit requests for formative feedback to the instructor via their NMSU email address. Dr. K is also available to meet with students to discuss and offer formative feedback on assignments. Openness to feedback is an essential competency in scholarly writing. **Thus, students are expected to incorporate any instructor feedback into their final submission.** Failure to incorporate feedback (formative or summative) might result in point deductions. If a student has questions or reservations about the instructor's feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor's formative or summative feedback. When receiving formative feedback from the instructor (or anyone else) students should turn in a clean copy (i.e., delete old comments and accept all track changes) of their final submission. Any final submissions that are not submitted in clean copy form might be subject to point deductions. The criteria on the following Point Spread for Grade Determination table will be used to assign grades:

Point Spread for Grade Determination			
<i>Assignment</i>	<i>Points</i>	<i>Grading Scale</i>	
• Professionalism, Adherence to Ethical Standards, Receptivity to Feedback, & Counseling Skills Labs	15	94 – 100	A
• Facilitation of Class Discussion	10	91 – 93.99	A-
• Skill Demonstration 1	20	88 – 90.99	B+
• Skill Demonstration 2	20	84 – 87.99	B
• My Theory Paper	20	81 – 83.99	B-
• Final Exam	15	78 – 80.99	C+
		74 – 77.99	C
		71 – 73.99	C-
		61 – 70.99	D
		Below 61	F

		*The final decimal place for all scores above are recurring (i.e., repeat infinitely). Grades will not be “rounded” up.
	Total 100	

- ❖ In addition to the criteria specified above, students are required to adhere to the professional dispositions, communication etiquette, professionalism, diversity, ethical, group discussion, and class conduct requirements specified in the following sections. Failure to adhere to any of these standards might result in not passing the course regardless of performance on academic assignments.

Incomplete Grades: An incomplete grade for the course may be given at the instructor’s discretion if a student provides evidence of a **documented illness or family crisis** that the instructor believes genuinely precluded successful completion of the courses.

Late Assignments: All assignments must be completed on time and are due by 11:59pm (unless otherwise specified) on the day indicated on the course schedule. Late assignments will usually result in a grade of a zero. Thus, late assignments and/or extensions on the due dates for assignments will only be accepted in extreme circumstances, to be determined at the instructors’ discretion, with prior approval from the instructor, and may result in point deductions. Extended due dates for assignments and/or the number points deducted, if any, for a late submission is entirely at the instructor’s discretion. Examinations must be taken on the assigned dates unless prior arrangements have been made with the instructor. A student’s ability to take responsibility and their professionalism will be considered by the instructor when deciding whether to accept a late submission. Turning in assignments late might also result in delayed feedback and might affect grades on subsequent assignments.

Use of Direct Quotes: In all assignments, direct quotes should be used sparingly, **if at all**, and in an intentional way. Students are responsible for using their own words to demonstrate their understanding of the material. Students are responsible for using appropriate APA-style citations for direct quotes (and in all other elements of their writing). The unnecessary, excessive, or inappropriate use of direct quotes (to be determined by the instructor) in any assignment may result in point deductions (regardless of whether direct quotes are specifically mentioned on a grading rubric). **Students should check with the instructor before using a direct quote in any assignment.**

Multiple Submissions: Multiple submissions of previous work is strictly prohibited and will result in a grade of a zero. All submissions should contain a student’s original work that has not been submitted in a previous course.

Academic Misconduct: Cheating or academic misconduct will not be tolerated. Refer to the most current NMSU Student Handbook for the University policy on academic misconduct. Plagiarism, for example, is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other students’ work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy.

Copyright Statement: Unless otherwise specified, all course materials (including but not limited to recordings of instructional videos, PowerPoints, handouts, worksheets...etc.) are the instructor's copyrighted intellectual property and are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use only and should not be shared, reproduced, distributed, or sold in print or digitally outside the course without written permission from the instructor. As a student, your ability to post or link to copyrighted material is also governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work. Instructors or other staff of the institution reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

Questioning Grades: At times students question grades given for assignments. This is fine. However, the instructor will not accept that you think you deserve a higher grade and proceed to review your work to look for reasons to give you one. If you think your work was not graded fairly, you must submit a typed statement within one week of receiving the grade stating why you think your work deserves additional consideration. You must state the specific points you think argue for your getting additional credit and must show that your assignment was not graded as explained in the syllabus, rubric and/or in class. You must be very specific about the reasons why you think the quality of your work should receive a higher grade. It is not sufficient to say that you worked really hard on the assignment as effort may not equate to the quality of the product. As just one example, it is not acceptable to tell the instructor that another student got a better grade than you and you know that they did the paper the night before the assignment was due. To seek a review of your work, you must attach your original graded assignment to your typed request and submit it to the instructor no later than one week after the assignment was returned to you. **The burden is on you to present your case for reconsideration on the specific merits of your work.**

Professional Dispositions (online & in-person): A safe and supportive learning environment is essential for fostering each student's growth and development. A graduate student's demeanor is crucial in their success. The following guidelines for communication etiquette, ethics, professionalism & diversity, class conduct, and group discussions are intended to promote a positive learning environment for all students in the course and help students to develop appropriate professional demeanor for their future positions in the field. In addition to the stated academic requirements listed in the academic evaluation criteria section (see above), the instructor and other faculty members regularly discuss each students' development, including but not limited to a review of professional demeanor, ethics, skills, integration of coursework, and proficiency across all areas of competency in the program. Students are also evaluated on their ability to receive feedback (positive and constructive) throughout their time in the course and program. A graduate student's openness and receptivity to feedback is essential for ensuring high quality research and clinical work. Thus, students are required to demonstrate receptiveness to and use of constructive feedback, especially from faculty and supervisors. Unresolved issues related to a student's professional demeanor, ethics, skills, receptivity to feedback, integration of coursework, and proficiency across any area of competency might result in the student not passing the course (regardless of performance on course assignments).

Communication Etiquette

- A. Etiquette involves being respectful in all forms of face-to-face and electronic forms of communication. For example, not using 'ALL CAPS' to indicate anger or annoyance, and using I-statements as much as possible in order to facilitate responsible communication.
- B. I-statements take the form of "I am having a lot of different reactions to your question..." or "It seems to me that ..."
- C. Students should expect that I am aware (or will become aware) of any inappropriate or unprofessional behavior related to the ways and means that students communicate with other students, staff, or faculty.

Professionalism and Diversity: Acting within the bounds of professionalism, the New Mexico State University code of conduct, and the student handbook is required both in and out of class as well as online. Encountering new ideas, new ways of knowing, and interacting with people different from ourselves are pillars of the college and professional training experience. Remember that "professionalism" and "appropriateness" are culturally-defined concepts. What is considered polite or appropriate communication in one culture (educational environments are a culture as well and, as such, are also included in this statement) may be seen as impolite or inappropriate in another. Sometimes you may inadvertently seem impolite or feel that someone else was being impolite. With the support of the instructor, students are expected to talk it out instead of assuming the person meant to be rude. Intimidating (e.g., racist, sexist, anti-Semitic, homophobic, etc.) language will be challenged in this course. Students will be encouraged and expected to be mindful of this and other diversity related issues.

Class Conduct: Students do not have the right to engage in behavior, which is disruptive or annoying in the classroom. Faculty do have the right to immediately confront any student causing disruptive or annoying behavior, and request cessation of the disturbing behavior. Should any student choose not to respond to a request to cease disruptive or annoying behavior, the faculty member can require that the student leave the classroom to prevent further disruption to the class. Disruptive students are reported to the vice president for student services and to the university hearing officer for disciplinary action under the Code of Student Conduct. Disruptive students might receive point deductions from their final grades at the instructor's discretion. In extreme cases, the instructor reserves the right to permanently dismiss a student from the course for class conduct/professionalism issues at any time in the semester without any course credit regardless of performance on assignments.

Students are expected to maintain appropriate conduct during class. Examples of classroom disruption include but are not limited to:

- Conversing during a lecture
- Passing notes
- Answering a cell phone, pager, or any other device
- Using computers, tablets, or any other tech device without approval from the instructor
- Completing assignments for other classes (or this one) during class time.
- Interrupting lectures and talking without being called upon
- Leaving and/or entering the classroom without permission
- Arriving late or departing early

- Making threats or verbally insulting the professor or other students
- Any violation(s) of the group discussion guidelines (please see below)
- Any other action or behavior that the instructor warns the student is disruptive to the class. Students will be given one warning to stop this behavior. If the disruptive behavior continues, the student will be required to leave class.

Cell phones, pagers, and other tech devices must be turned off, put away, and out of sight during the entire class period. Students not adhering to this policy will face class conduct penalties as sanctioned by NMSU.

Students who are alleged to be disruptive may be charged with a violation under the Student Disciplinary Policies and Procedures. Sanctions may include a grade penalty or:

1. An Administrative Warning - (May be in writing or given verbally)
2. Disciplinary Probation that may include community service, a grade sanction, or withdrawal from the class
3. Disciplinary Suspension
4. Disciplinary Dismissal
5. Summary Disciplinary Dismissal

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook.

Group Discussion Guidelines

To help us have effective and meaningful conversations and learn from each other in a spirit of mutual respect

1. Own what you are saying as your feeling, thought, opinion or belief, and invite others to have different views. **Speak for yourself while remaining curious and open to others.** “I feel angry when I see someone else’s feeling hurt by another student, but also I wonder what is going on between those involved that I don’t understand.”
2. No bullying means no disparaging others, pushing your ideas onto others, trying to get them to give you your way, closing off to other ways of looking at things, or raising your voice with difficulty calming yourself down. In response to such behavior, it is acceptable to discontinue the discussion and/or ask that person to take time out and come back to discuss the topic when they can calmly express curiosity about other perspectives.
3. To value diversity means there is room for many cultural and individual differences, so no one way is considered the “right” way. Cultural differences should be discussed in inclusive ways to offer multiple options for managing conflicting preferences.
4. Listen more carefully to those we might not agree with or who might not be part of our group. Try to understand what they mean before jumping to conclusions, because overreacting can make misunderstandings worse. Recognize that you may be misinterpreting what is happening and **check out your perceptions directly:** “Can I check out my perceptions about what just happened between us? I want to hear your perceptions, too, and understand what I might be missing.”

5. When there is a group dynamic building negativity toward a person or another group, some balance in response is called for. Empathy for others' feelings and allowing room for venting may be insufficient, and offering other perspectives can help stabilize the situation. **Direct the speaker to speak to those being discussed in person rather than behind their backs.** Remember that every one of us has both strengths and weaknesses:

Examples of balanced statements:

“You know, so-and-so isn't very good at __A__, but I'm not very good at __B__.”

“I don't like the way so-and-so does __C__, but I do like the way so-and-so does __D__.”

Examples of responding to negativity to introduce more balance:

“Does so-and-so do anything that you appreciate?”

“Is there anything you can own, that you contribute to make this situation difficult?”

6. Healthy systems **make room for everyone to be themselves** and make different choices while also maintaining connections, communication, and ethical and professional behavior.

*** By enrolling in this course, students are indicating their consent and agreement to follow all of the professionalism & diversity, class conduct, and group discussion guidelines that are outlined above.** If a student is unwilling to follow these guidelines, they should withdraw from the course immediately. A student who fails to follow any of the communication, etiquette, professionalism & diversity, ethics, class conduct, group discussion guidelines, or any part of the syllabus might be given a warning, required to leave class, not pass the course (regardless of performance/points on assignments), or be suspended/expelled from the course at the instructor's discretion and/or at the discretion of the NMSU administration.

Writing Center: This is a great, FREE resource for students. I encourage you to check out their website for more information. I may refer students to the Writing Center for help in improving their academic writing. <https://towc.nmsu.edu/>

Web Browsers

Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer is not recommended for use with Canvas at this time.

- [Firefox](#)
- [Chrome](#)
- [Safari](#)

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email at helpdesk@nmsu.edu. For technical assistance with Canvas, please contact the support team at 646-5125. You can also go to the Student Technology Help [Student Technology Help](#) web page and [Student Resources](#) located at the [Canvas](#) web page for additional information on Canvas.

Accessibility of eLearning Tools (VPAT Statements)

- **Microsoft Products:** <https://enterprise.microsoft.com/en-us/articles/industries/government/federal/section-508-vpats-for-microsoft-products/>
 - **Adobe Reader:** <https://www.adobe.com/accessibility/compliance.html>
 - **Canvas:** <https://www.canvaslms.com/accessibility>
 - **SPSS:** <http://www-01.ibm.com/support/docview.wss?uid=swg21623489>
 - **Google:** <https://www.google.com/sites/accessibility.html>
 - **Firefox:** https://website-archive.mozilla.org/www.mozilla.org/firefox_vpat/firefox-vpat-3.html
 - **Safari:** <https://support.apple.com/accessibility/vpat>

Assistance for Members of the Military and Veterans

The Office of Military and Veterans Programs provides services to current and former service members. The office can be reached at:

575-646-4524 or 646-1113 (fax)

mvp@nmsu.edu

Location: **Garcia Annex, Room 144**

Hours: Monday-Friday, 8am-5pm

Undocumented Student Support

Immigration is a complex phenomenon with broad impact, those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested. The Chicano Programs offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. Contact: 575-646-4206 or lgutzspc@nmsu.edu.

Discrimination and Disability Accommodation

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Main Campus

Disability Access Services

Corbett Center Student Union Room 204

Aaron Salas, Director

575-646-6840

das@nmsu.edu

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy),

sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. **You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.**

Title IX prohibits sex harassment, sexual assault, dating and domestic violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue

Phone: (575) 646-3635

E-mail: equity@nmsu.edu

[Office of Institutional Equity Website](#)

Other NMSU Resources:

NMSU Main Campus emergency contact information

NMSU Police Department	575-646-3311	www.nmsupolice.com
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Aggie Health & Wellness (Medical and Counseling Services)	575-646-1512	www.wellness.nmsu.edu
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NMSU Dean of Students	575-646-1722	
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For Emergencies	911	
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COVID-19 Expectations and the Crimson Commitment

You are expected to comply with all university requirements and expectations regarding mask-wearing, vaccination, and reporting of a positive test, or you should not enroll in in-person course sections.

Please do not come to class if you are feeling sick; communicate with your instructor about making up any missed classes.

Masks welcome and encouraged for all students

All students, regardless of vaccination status, are welcome to wear a mask while indoors on any NMSU system campus. Any changes or updates to this guidance will be posted online at now.nmsu.edu.

Vaccination requirements

Unless you are enrolled in exclusively online courses and will not be on campus for any reason, you must provide proof of COVID-19 vaccination or request an exemption through [Med+Proctor](#). More information about how to submit your proof of vaccination or proof of testing is available at https://studenthandbook.nmsu.edu/immunizations/immunization_policies1.html.

The Crimson Commitment

All students should follow the Crimson Commitment. Your commitment states:

I commit to myself and other Aggies. I will:

- ✓ **Get vaccinated** for COVID-19 if I am enrolled in any in-person or hybrid courses, or if I will be on campus for any reason
- ✓ **Monitor myself** for symptoms of COVID-19
- ✓ **Report to the Aggie Health & Wellness Center** or another medical professional if I have symptoms of COVID-19 or other communicable illness
- ✓ **Wash my hands** often with soap and water and/or use hand sanitizer
- ✓ **Wear a mask** if I choose to, or as directed by the latest university guidance
- ✓ **Stay home if I feel ill** or have been around someone ill
- ✓ **Report a positive case** online at now.nmsu.edu and participate in contact tracing if called
- ✓ **Keep up to date with the latest guidance** from experts at NMSU, the NM Department of Health, and the CDC.

I will abide by these practices throughout the year:

- ✓ I will not use mask-wearing to discriminate against my classmates, instructors, or NMSU staff members in any way.
- ✓ I will follow instructions regarding seating in campus classrooms.
- ✓ If I am unable to attend an in-person class session due to symptoms of COVID- 9 or another illness, I will communicate with my instructor ahead of time.

If I am unwilling to comply with COVID-safe practices:

- ✓ I will talk to my academic advisor about enrolling in online course sections, if available, or disenrolling from fall coursework. (Disenrolling will impact financial aid, housing, etc.)

Stay informed about COVID-19 at NMSU

You can find more information about the NMSU system's COVID-19 response at now.nmsu.edu. In addition, updates are available to students and families through many communication channels.

Links to visit or subscribe are available at now.nmsu.edu/plan/communication-and-information-sharing.html.

Updated 08.08.22

New Mexico State University Resource List

The following are a list of resources that are available to you as a student both on and off of campus.

Campus Resources

Aggie Cupboard	575-646-7636 Website: https://aggiecupboard.nmsu.edu/
Aggie Health and Wellness Center: <ul style="list-style-type: none"> • Health Care • Counseling Services 	(575) 646-1512 Website: https://wellness.nmsu.edu/
C.A.R.E. Team	575-646-1722 Website: https://studentlife.nmsu.edu/studentassistanceservices/care.html
Crisis Services	(575) 646-1512 Website: https://wellness.nmsu.edu/Counseling%20Services/crisis-services.html#:~:text=Students%20will%20need%20to%20call.any%20time%2C%20day%20or%20night.
LGBT+ Programs	(575) 646-7031 Website: https://lgbt.nmsu.edu/
NMSU Police Department	(575) 646-3311 Website: www.nmsupolice.com
NMSU Police Victim Services	(575) 646-3424 Website: https://www.nmsupolice.com/about-us1/nmsu-police-dept-roles/victim-services.html
Office of Institutional Equity	(575) 646-3635 Website: https://equity.nmsu.edu/
Stonewall QSA (Queer Straight Alliance)	Website: https://www.facebook.com/nmsustonewallqsa?fref=ts
Student Accessibility Services	575-646-5222 Website: https://sas.nmsu.edu/contact-us/
Student Health Insurance	Website: https://wellness.nmsu.edu/student-health-

	insurance/
Undocumented Student Support	(575) 646-4206 Website: https://chicano.nmsu.edu/resources/undocumented-daca-students.html
The NMSU Community Mental Health & Wellness Clinic	(575) 646-5365 Website: https://cep.nmsu.edu/additional-information/cep-odonnell-clinic.html
Wellness, Alcohol and Violence Education (WAVE) Program	(575) 646-2813 Website: https://sharenm.org/nmsu-wellness-alcohol-and-violence-education-program-wave/nmsu-wellness-alcohol-and-violence-education-program-wave
National and Community Resources	
Domestic Violence: La Casa	1 (800) 376-2272
Las Cruces crisis line for children & adolescents 18 years and under	1 (888) 589-3636 (575) 636-3636
Lifeline Crisis Chat	Website: https://988lifeline.org/chat/
National Suicide Prevention 24 Hour Hotline	1 (800)273-8255
National Sexual Assault Hotline	1 (800) 656-HOPE Website: https://ohl.rainn.org/online/
National Alliance on Mental Illness	1 (800)-950-6264 Website: http://www.nami.org/
National Institute of Mental Health	1 (866) 615-6464 Website: http://www.nimh.nih.gov/index.shtml
New Mexico Crisis & Access Line	(855) 662-7474
Rape and Sexual Assault: La Pinon Rape Crisis Center	(575) 526-3437 1 (888) 595-7273
Trevor Project Crisis Line-National crisis line for youth, LGBTQ community	1 (866) 488-7386
Veteran's Crisis Line	1 (800) 273-8255 (Press 1)

Reproduced with permission: Figure # 2: Customizable Resource List. Adapted from: Recognizing and Supporting Students with Mental Disorders: The REDFLAGS Model, by M. T. Kalkbrenner, *The Journal of Education and Training*, 3, p. 8. Copyright 2016 by Macrothink Institute.

Tentative Course Schedule

**Please note:* The following course schedule is a tentative outline only. The instructor reserves the right to make changes to the topics, activities, readings, or due dates for assignments at any time.

- Neukrug (2018) = Counseling Theory and Practice
- Neukrug (2019) = Counseling Helping Skills: Critical Techniques to Becoming a Counselor

Class	Date	Topic / Activity	Readings & Assignments Due
1	8-17	<ul style="list-style-type: none"> • Course Overview <ul style="list-style-type: none"> • Review of Syllabus & Assignments • Introduction to: Theoretical movements, views of human nature, stages of theory development, and microskills. • Evidence-Based Counseling 	<p>*Read the course syllabus</p> <ul style="list-style-type: none"> • Neukrug (2018): pp. 2 – 10 • Neukrug (2019): Chapter 1 <p>Complete- Assessment of Your View of Human Nature at: http://ww2.odu.edu/people/e/eneukrug/therapists/survey.html</p>
2	8-24	<ul style="list-style-type: none"> • Culturally Competent Counseling • Offering & Receiving Feedback • Attending Behavior, Encouraging, and Paraphrasing 	<ul style="list-style-type: none"> • Neukrug (2019): <ul style="list-style-type: none"> • pp. 184 – 196 • pp. 27 – 30
3	8-31	<ul style="list-style-type: none"> • Person Centered Counseling • Reflection of Feeling • Client Advocacy and Community-Based Resources 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 7 • Neukrug (2019): pp. 5 – 19 • Neukrug (2019): Chapter 6 <p>Watch the Gloria and Carl Rogers Video</p>
4	9-7	<ul style="list-style-type: none"> • Motivational Interviewing • Summarizing 	<ul style="list-style-type: none"> • Hall et al. (2012) • Neukrug (2018): pp. 570- 572
5	9-14	<ul style="list-style-type: none"> • Relational-Cultural Therapy • Supervision and Consultation • Developmentally Appropriate Treatment Planning • Technology and Building Counseling Relationships in a Cross-Cultural Context • Review Core Microskills <ul style="list-style-type: none"> • Paraphrasing, reflection of feeling, & summarizing. 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 14 • Neukrug (2019): Chapter 10 • Watch and discuss Dr. James Bugental's consultation video in class.
6	9-21	<ul style="list-style-type: none"> • Reality Therapy • Reflection of Meaning 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 11 • Neukrug (2019): p 68 <p>Skill Demonstration 1 Due</p>
7	9-28	<ul style="list-style-type: none"> • Rational Emotive Behavior Therapy & Cognitive 	<ul style="list-style-type: none"> • Neukrug (2018): Chapters 9 and 10

		Behavioral Therapy	
		<ul style="list-style-type: none"> • Empathic Confrontation 	Watch the Gloria and Albert Ellis Video
8	10-5	<ul style="list-style-type: none"> • Gestalt Therapy • Opening a Session • Focusing & Immediacy 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 6 • Neukrug (2019): pp. 84-86 Watch the Gloria and Fritz Perls Video
9	10-12	<ul style="list-style-type: none"> • Existential Therapy • Intake Assessment • Strategies for Suicide Assessment and Prevention 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 5 • Neukrug (2019): Chapter 6
10	10-19	<ul style="list-style-type: none"> • Narrative Therapy • Writing Client Progress Notes • Treatment planning 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 12 • Neukrug (2019): Chapter 8 Skill Demonstration 2 Due
11	10-26	<ul style="list-style-type: none"> • Solution-Focused Brief Therapy • Solution-Oriented Questions 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 13 • Neukrug (2019)
12	11-2	<ul style="list-style-type: none"> • Psychoanalysis • Self-Disclosure 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 2
13	11-9	<ul style="list-style-type: none"> • Analytical Therapy 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 3
14	11-16	<ul style="list-style-type: none"> • Individual Psychology • Skill Integration and Systems Approach to Counseling 	<ul style="list-style-type: none"> • Neukrug (2018): Chapter 4 & Chapter 15
	11-23	Thanksgiving Holiday (No Class)	
15	11-30	<ul style="list-style-type: none"> • Course Wrap Up 	Bring Show and Tell My Theory Paper Due
16	12/6	<ul style="list-style-type: none"> • Final Exam: Date & Time TBA 	Final Exam

Professional Information Background Statement for Instructor

Michael T. Kalkbrenner, Ph.D., NCC
Associate Professor of Counseling and Educational Psychology
New Mexico State University
Las Cruces, NM 88003
mkalk001@nmsu.edu

EDUCATION

- Ph.D. Old Dominion University
 Counselor Education and Supervision
 CACREP Accredited
- M.S. The College at Brockport, State University of New York
 Mental Health Counseling
 CACREP Accredited
- B.A. State University of New York at Geneseo
 Psychology

BACKGROUND & EXPERIENCE

Dr. Kalkbrenner, Ph.D., NCC, is a tenured Associate Professor of Counseling and Educational Psychology at New Mexico State University. He has taught numerous courses in research methodology, assessment, counseling skills, psychometrics, advanced statistics, human development, substance abuse, counseling theories, program evaluation, practicum, internship, interpersonal skills, and diagnosis & treatment planning to undergraduate, masters, and doctoral students in a variety of specialty areas, including counseling, psychology, foundations of education, and curriculum and instruction. Dr. Kalkbrenner has a deep passion for teaching and conducting research. Since 2016, he has published over 40 articles in high-impact peer-reviewed journals, using quantitative, qualitative, and mixed-methods research paradigms, and he co-authored a book. He has a particular expertise in psychometrics and multivariate statistics with a focus on the development and validation of psychological screening tools, including the development and validation of scores on seven original instruments since 2017. Dr. Kalkbrenner's teaching pedagogy is based on John Dewey's theory of experiential learning and the flipped classroom in which the instructor is responsible for the learning environment and students are responsible for their own learning. Dr. Kalkbrenner has clinical experience providing mental health counseling to a variety of populations in an array of different settings, including medical residents, veterans, college students, and children.



Skills Demonstration 1: Grading Rubric

Student's Name: _____

Counseling Skill or Competency	Points	Unmet Attempted to demonstrate the skill or competency, however, the skill or competency was demonstrated and/or identified incorrectly.	Met Successful demonstration of the skill or competency and an accurate identification of the skill or competency that was demonstrated. Minor errors might be present; however, the student's overall ability is on par with the expectations for CEPY 5230 students.	Exceeds Demonstration and awareness of the skill or competency exceeds the expectations for CEPY 5230 students.
Reflection of Content: Paraphrasing & Summarizing	5	0 - 4.1	4.2 - 4.9	5
Reflection of Feeling	5	0 - 4.1	4.2 - 4.9	5
Session Management (Attending Behavior, Pacing, & Cultural Sensitivity)	5	0 - 4.1	4.2 - 4.9	5
Self-Evaluation Questions	5	0 - 4.1	4.2 - 4.9	5

Additional Grading Criteria: This assignment will be evaluated for the quality of writing style, including but not limited to: follows standard rules of professional writing according to the most recent version of the APA manual, grammar, sentence structure, appropriate length, spelling, punctuation, and smooth readability. Errors in APA style, grammar, sentence structure, spelling, punctuation, and/or smooth readability might result in point deductions. Students are required to incorporate all of the instructor's formative/summative feedback into future assignments. **Students are required to complete this assignment using the skills demonstration template** (assignments turned in using other formats will not be graded and might result in point deductions or a zero). Failure to incorporate any of the requirements in this section might result in point deductions.

Final Disposition:	___ /20	Unmet 0 -16.5	Met 16.6-19	Exceeds 19.1-20
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Skills Demonstration 2: Grading Rubric

Student's Name:

Counseling Skill or Competency	Points	Unmet Attempted to demonstrate the skill or competency, however, the skill or competency was demonstrated and/or identified incorrectly.	Met Successful demonstration of the skill or competency and an accurate identification of the skill or competency that was demonstrated. Minor errors might be present; however, the student's overall ability is on par with the expectations for CEPY 5230 students.	Exceeds Demonstration and awareness of the skill or competency exceeds the expectations for CEPY 5230 students.
Reflection of Content: Paraphrasing & Summarizing	4	0 – 3.2	3.3 – 3.9	4
Reflection of Feeling	4	0 – 3.2	3.3 – 3.9	4
Session Management: Attending Behavior, opening the session (confidentiality), closing the session, & Cultural Sensitivity	4	0 – 3.2	3.3 – 3.9	4
Shows Improvement (e.g., effectively incorporates previous feedback)	4	0 – 3.2	3.3 – 3.9	4
Self-Evaluation Questions	4	0 – 3.2	3.3 – 3.9	4

Additional Grading Criteria: This assignment will be evaluated for the quality of writing style, including but not limited to: follows standard rules of professional writing according to the most recent version of the APA manual, grammar, appropriate length, sentence structure, spelling, punctuation, and smooth readability. Errors in APA style, grammar, sentence structure, spelling, punctuation, and/or smooth readability might result in point deductions. Students are required to incorporate all of the instructor's formative/summative feedback into future assignments. **Students are required to complete this assignment using the skills demonstration template** (assignments turned in using other formats will not be graded and might result in point deductions or a zero). Failure to incorporate any of the requirements in this section might result in point deductions.

Final Disposition:	___ /20	Unmet 0 -16.5	Met 16.6-19	Exceeds 19.1-20
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CEPY 5230: Skills Demonstration 1 & 2 Template

* **Bring a flash drive** with the practice counseling session on it to **class on the due date** AND **submit** this file to the **dropbox on Canvas before 11:59 pm on the due date.**

Your Name: _____

Date that the video was recorded: _____

Skills Demonstration #: (i.e., 1 or 2): _____

*Students should role-play an entire counseling session (45 to 60 minutes) and **submit the video of the entire session on the flash drive**. At least 15 minutes of the session should be transcribed and the session must be **video recorded** (i.e., audio only is not acceptable) and both the client and counselor should be visible in the video). Include at least one example of each requirement/skill (that's listed on the grading rubric) in the table below. However, students are encouraged to select both effective examples of each skill, as well as instances where the use of a skill seemed ineffective to grow and learn from.

Time Stamp <i>Indicate the <u>minutes and seconds</u> in chronological order (e.g., 15:23) of the video.</i>	Summary of Client Statements Before the Video Segment	Verbatim Counselor Response (what you said word-for-word)	Name the Skill (from the grading rubric) that you demonstrated	Self-Awareness/Reflection <i>Discuss what was effective and ineffective. Do you wish you would have used an alternative skill? If so, write an alternative response in this section.</i>

<i>*insert rows below as necessary</i>				

Skills Demonstration Part 2: Self-Evaluation Questions

1. What do you think you did well in this session and why (4 to 6 sentences)?

(Begin typing your response here and delete this message)

2. What do you wish you had done differently and why (4 to 6 sentences)?

(Begin typing your response here and delete this message)

3. In one word, describe your overall impression of this session (e.g., effective, frustrating, confusing...) and reflect on this impression in (4 to 6 sentences).

(Begin typing your response here and delete this message)

4. What theory(ies) did you incorporate into this session (reference specific examples from the transcription. Consider discussing specific tenants and techniques of your identified theory(ies) and discuss how/why they have potential to help your practice client. (12 to 20 sentences)

(Begin typing your response here and delete this message)

**Note: A MS word version of this template is available for download on Canvas.*



My Theory Paper: Grading Rubric

Student's Name:

Component	Points	Unmet	Met	Exceeds
<p style="text-align: center;">Content</p> <p>* Please use the bullet points below to structure the sections of the paper (APA-7 level 2 headings). Write in <u>complete paragraphs</u> and self-reflect on your own beliefs. In your own words, describe the major principles of the theory(ies). Present the theories in an integrated way (tell the reader how they inter-connect). And avoid writing completely separate paragraphs on each theory. Explain how your actual beliefs based on your personal experiences correspond to each of the following tenets of a theory developed by an expert counselor or psychotherapist for each section below. Use your own words (no direct quotes) and cite sources as applicable. Avoid the use of direct quotes. The idea is to give the theorists credit by citing them and then presenting the materials in your own words to demonstrate your understanding of the material. <u>Use the following bullet points as headings</u> to organize the paper.</p> <ul style="list-style-type: none"> • Nature of Human Beings and Personality Constructs • Nature of Suffering • The Purpose and Utility of Counseling Techniques, including but not limited to microskills (but do refer to a number of specific microskills) • How Change Happens (including but not limited to determinism vs. anti-determinism). 	15	<p style="text-align: center;">0-12.5</p> <p>Insufficient description of one or more criteria and/or a number of elements are missing or inaccurate.</p>	<p style="text-align: center;">12.6-13.9</p> <p>Sufficient description of the criteria in this section with minimal missing and/or inaccurate information.</p>	<p style="text-align: center;">14-15</p> <p>Exemplary description of criteria with no errors or missing elements.</p>

<ul style="list-style-type: none"> • Role of the Counselor and Counseling Relationship (including but not limited to what the counselor is responsible for and what the client is responsible for). 				
<p style="text-align: center;">APA Style & Grammar</p> <ul style="list-style-type: none"> • Follows standard rules of professional writing according to APA. Appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability. • Approximately 7-8 pages (not including the title page or references) • Avoid using direct quotes • Include an APA-7 style <u>professional style title page</u> and references page. • Incorporated all previous formative or summative feedback from the instructor. 	5	<p style="text-align: center;">0-3.9</p> <p>Moderate-to-frequent errors in APA style, grammar, sentence structure, spelling, or punctuation and/or poor readability.</p>	<p style="text-align: center;">4-4.5</p> <p>Minimal-to-moderate errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the majority of the paper.</p>	<p style="text-align: center;">4.6-5</p> <p>Minimal-to-no errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the paper.</p>
Final Disposition:	___ /20	Unmet 0-16.7	Met 16.8-18.5	Exceeds 18.6-20

Final Exam: Study Guide

** This review sheet is meant to be a guide only. It is important that you study all of the information we covered in class and the reading assignments. This guide is meant to supplement your studying by helping you focus on areas that may require more detail. For the final exam, you are responsible for information from the text, material given in notes, and material discussed in class. This document is subject to change throughout the semester as the content of the test might slightly evolve based on the progression of the course.*

**All of the information listed below can be found on the course PowerPoint slides and/or in the course readings (textbook and/or journal articles). Please don't hesitate to contact Dr. K if you have any questions about the material.*

Freudian

Define hysteria

Freud's seduction theory

Know the names of techniques used in psychoanalysis

Correct order of psychosexual stages

What enables us to manage our instincts and unconscious drives? Overindulged child is related to what stage of development?

What is wanting to possess parent of the opposite sex called? Moral anxiety

Genital stage

Know names and the functions of id, ego, superego

Jungian

Define synchronicity

Define consciousness Define personal unconscious

Define collective unconscious Define ego

Purpose of therapeutic techniques in analytic therapy Purpose of amplification

According to Jung, by expanding one's _____ the individual is able to integrate parts of self that have been pushed into the _____ thus, becoming a more fully functioning person.

What does symptomatology represent in Jung's theory?

The _____ archetype is closest toward consciousness while the _____ archetype is furthest in unconsciousness.

Define "psyche"

Know the mental functions

Where is repressed material housed? Know the popular archetypes Define symbols
Know names of techniques Define individuation

Adlerian

Teleology

Striving for perfection Primary feelings of inferiority Private logic

Is birth order always indicative of certain behaviors? Natural consequences/Logical consequences Compensation

What does successfully dealing with feelings of inferiority lead to Know names of dysfunctional behaviors in children

Subjective final goal

Who can influence the lives of children?

Adlerians will often suggest that a client behave in a manner congruent to the development of a healthier lifestyle. Role-playing these “new” behaviors is called:

Sometimes, therapists will _____ in an effort to show a client that their current ways of functioning are unhealthy and jar them out of maladaptive patterns.

Ridding oneself of feelings of inferiority occurs by people doing what? Style of life is reflected in our?

Schemas of apperception explains what? What is oppression related to?

What is common sense

Oppression, social just, peace, and Adler

Existential

Names of techniques

Important aspects of view of human nature in existential therapy

Meaningfulness, as well as a limited sense of freedom, comes through the development of consciousness and __.

Major items of similarity between existential therapy and humanistic approaches Main purpose of displacement, losing control, avoiding autonomy...

Types of anxiety

Modern-day existential therapists looked at the importance of _____ in defining who we are and viewed the change process as a joint journey between therapist and client in which both are deeply affected.

Dialectical method I-thou relationship

Other theorists which have some existential basis

Place of early childhood analysis in existential therapy Third wave of Viennese psychology

With influences from existential philosophy, theology, and phenomenology, the view of human nature of existential therapists takes an “objective” stance on the person. (true or false) Existential Guilt

Types of guilt

What is living authentically Will to meaning

Perls

“Shouldism” is related to what?

Gestalt therapy is grounded in what philosophical traditions? How is the self-developed

Impasses and Blockages

Boundaries in therapy and Perls

The idea that the spiritual, mental, physiological, and psychological parts of the person are inseparable and connected to external forces is called:

Which technique most related to working through unresolved issues between two people? Which technique most related to working through unresolved issues within self?

Order of stages of need satisfaction Layers of neuroses

Empty chair technique and outcome research Figure/ground

Polarities Zero point

Rogerian

Development of theory

Human Issues” Rogers struggled with Need to be regarded

Basic ideas to view of human nature View of Human Nature

Phenomenological perspective

Place of phenomenology, humanism, interpretation, and nondirectiveness in theory Name of seeking one’s full potential

Where does anxiety stem from? Empathy

Organismic valuing process

Actualizing tendency

Necessary and Sufficient conditions Three core conditions

Names of techniques Need for positive regard Conditions of worth

Unconditional Positive Regard

What was the basis of Rogers’s ground breaking article What impacts child development most

Incongruence Techniques

What is associated with state of incongruence Congruence/Incongruence

Unconditional positive regard

Behaviorism

Skinner's baby in a box crib

Names of theories that Pavlov, Bandura, and Skinner developed Modern-day behaviorists view of human nature

Definition of aversion therapy What's needed for modeling

Tendency for responses to recur after they have been extinguished Definitions of:

- Punishment
- Contingency
- Reinforcement
- Extinction
- Modeling
- Positive and negative reinforcement
- Flooding
- Implosive therapy
- Self-management
- Overcorrection
- Stimulus control
- Conditioning
- Generalization
- Discrimination Different types of Punishment

What are relaxation exercises based on? Spontaneous Recovery

Genre Techniques

What is exposing an individual to a feared stimulus for an extended period of time?

More Definitions:

- Response cost
- Social reprimands
- Time out
- Physical punishment

- Overcorrection
- Contingent electric stimulation
- Self-management
- Stimulus control
- overcorrection

REBT

Cognitive Distortions Philosophical conditioning Unconditional acceptance Root of negative emotions ABCDEs
 Cognitive Distortions View of Human Nature
 Potential for rational and irrational thinking
 Names of the different kinds of techniques Explanations of the different types of techniques Knowledge of the three core irrational beliefs Place of empathy in approach
 Types of disputations Steps of therapy

Reality Therapy

Glasser's beliefs about the biological basis of mental disorders View of Human Nature
 Four elements of Total Behavior Quality world
 Choices
 Need satisfaction The basic needs Need-strength profile
 Goal of reality therapy Basis of Choice Theory WDEP system
 What is counselor doing if they tell a depressed client living with depression to act more depressed?
 Basic steps to reality therapy
 Total behavior Types of Techniques Seven Caring Habits
 WDEP system
 Best Plan for therapy

Narrative Therapy

Social constructionism
 Social issues and social constructionism Re-authoring
 Deconstruction
 Thick and thin descriptions Dominant narratives Externalizing the problem View of human nature
 Structuralism and Post-structuralism Post-modernism

Non-pathologizing
Know the different types of techniques
Different types of techniques Re-membering
Restorying
Place of neutrality by therapist Belief about pathology
Goal of religion or spirituality regarding narrative therapy

Relational-Cultural

Three important components or principles Theoretical underpinnings
View of human nature Therapeutic techniques Therapeutic
process Integrative component

Solution-focused Therapy

The main focus of therapy (problems, solutions, past, future, unconscious?)
Who is the expert in therapy?
Exceptions
Different types of clients View of Human Nature Not knowing
posture Role of empathy Evaluative questions Role of client
strengths
How fast can change occur
Basic assumptions Post-modernism Miracle Question
Structuralism
Social constructionism Non-pathologizing
Why be curious, show respect, and accept? Types of solution-focused questions
Being an ambassador Role of empathy Techniques
Scaling Amplification Reframing Scaffolding