

PSYC 4430: Advanced Topics in Clinical Counseling

Spring 2024

Instructor Information

Instructor

Bonnie B. Laster, Ph.D. CCSP

Office Number/Telephone Number

Life Science 426
817-273-2281

Email Address

bonnie.laster@uta.edu **official means of communication* *do NOT utilize TEAMS chat**

Faculty Profile

<https://www.uta.edu/academics/faculty/profile?username=lasterbb>

Office Hours

MWF 10:00-11:00 a.m.; By appointment

Course Information

Section Information

PSYC 4430-001; 4430-002

Time and Place of Class Meetings

T/Thurs 11:00 a.m.- 12:20 p.m.
Lab: Thurs 9:00 a.m. – 10: 50 a.m.

Lecture: UH 14

Lab: LS 318

Face to face lecture and lab

Description of Course Content

Current topics in Clinical and Counseling in an interactive, participatory format that includes both lecture and laboratory sections. The course will focus on specific content topics relevant today to better understand and use advanced concepts in Clinical and Counseling. Prerequisites: PSYC 3317, 3318, 2300/3200 or 3300

Student Learning Outcomes

Students will incorporate empirically validated psychotherapy modalities with the etiology and treatment of psychological disorders. The course will include a lab portion simulating a clinical setting to enable students to develop basic counseling skills and practice activities that a mental health counselor would perform.

Students will demonstrate effective integration and communication of clinical case material by incorporating principles from the therapeutic alliance to incorporate empathy as a change agent.

Students will explore issues related to social and personal cognitive structures to encourage ethical and social responsibility in a diverse world.

Required Textbooks and Other Course Materials

Kress, V., Paylo, M (2018). Treating Those with Mental Disorders: A Comprehensive Approach to Case Conceptualization and Treatment 2nd Edition Pearson. ISBN: 978-0134814568 (Digital: \$55.00)

Personal laptop computer with internet access for lab assignments

Descriptions of major assignments and examinations

Exams: There will be 2 exams, each worth 50 points. Exams may include multiple choice, short-answer, and essay questions requiring students to apply material from assigned readings, class discussions, and class lecture material (including video, discussions, and in-class assignments/activities).

Service Learning Reflection Papers: There will be 4 personal reflection papers, each worth 10 points. Students will respond to question prompts to discuss their experiences with service learning.

Service Learning Log: Students are required to complete 15 service learning hours at our designated service learning site/s. Students will be provided with a time log for site administrators to sign. 20 points.

Service Learning Portfolio: Students will compile a service learning portfolio as a visualization of the service learning experience. Students will include all 4 reflection papers, as well as an overall summary of experience and pictures and other forms of memorabilia as appropriate. 20 points.

Lab Activities

Weekly lab activities: 5 points each

Technology Requirements

This course will utilize Canvas, Teams, UTA email. Students can access tutorials on these tools by clicking on the "Get Started" Box on their Canvas Homepage. You will not need a webcam.

Grading Information

Grading

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Exams	2	50	100
Lab 1	4	5	20
Lab 2	3	5	15
Lab 3	4	5	20
Lab 4	4	5	20
Lab 5	4	5	20
Lab 6	4	5	20
Lab 7	3	5	15

Lab 8	4	5	20
Lab 9	4	5	20
Lab 10	4	5	20
Lab 11	4	5	20
Lab 12	3	5	15
Lab 13	5	5	25
Reflection journals	4	10	40
Service Learning Portfolio	1	20	20
Service Learning Log	1	20	20
Total Course Points:			400

Exam Day/Assignment Policy: **There will be NO make-up exams or assignment extensions except for extreme circumstances/emergencies (criteria professor's discretion).** The schedule notes the dates for all, giving you plenty of time to make arrangements accordingly. Any makeup exam/assignments that meet the extreme criteria must be scheduled IN ADVANCE of the due date. If, for whatever reason, extreme circumstances arise ON exam day, you are responsible for contacting me **PRIOR TO THE START OF CLASS to apprise me of the situation. WAITING UNTIL THE TEST HAS BEEN ADMINISTERED/DUE DATE HAS PASSED IS UNACCEPTABLE.** Be prepared to provide documentation of the circumstance. Failure to follow these guidelines will result in an automatic "0" for that exam grade. University-related absences are exempt from this policy, but you are still required to notify me in advance of such a conflict.

Date	Subject	Class Assignment	Lab Assignments
Tues Jan 16	Course overview/syllabus Ch. 1 Developing Effective Tx plans		
Thurs Jan 18	Ch. 2-3 Real World Tx Planning		Service Learning (SL) docs/expectations Ch. 1 discussion questions Counselor considerations Ch. 2 discussion & case Ch. 3 case study
Tues Jan 23	Ch. 4 Depressive, Bipolar, Related Disorders	SL Reflection 1 due 11:59 p.m.	
Thurs Jan 25	Con't		Ch. 4 discussion questions Ch. 4 I CAN START case study Ch. 4 case study
Tues Jan 30	Ch. 5 Anxiety Disorders		
Thurs Feb 1	Con't		Ch. 5 I CAN START case study Ch. 5 case study Panic attack case study Jasmine case study
Tues Feb 6	Ch. 6 OCD and Related Disorders		
Thurs Feb 8	Con't		Ch. 6 discussion questions Ch. 6 I CAN START case study Ch. 6 case study
Tues Feb 13	Ch. 7 Trauma- and Stressor-Related Disorders		
Thurs Feb 15	Con't		Ch. 7 discussion questions Ch. 7 I CAN START case study Ch. 7 case study Pam case study
Tues Feb 20	Ch. 8 Substance-Related and Addictive Disorders		
Thurs Feb 22	Con't		Ch. 8 discussion questions Ch. 8 case study Noreen case study Melody case study
Tues Feb 27	Ch. 9 Personality Disorders	SL Reflection 2 due 11:59 p.m.	
Thurs Feb 29	Con't		Ch. 9 discussion questions Ch. 9 I CAN START case study Ch. 9 case study

Tues Mar 5	Exam 1		
Thurs Mar 7	No class: Service Learning		
Tues Mar 12-Thurs Mar 14	No class: Spring Break		
Tues Mar 19	Ch. 10 Schizophrenia Spectrum & Other Psychotic Disorders		
Thurs Mar 21	Con't		Ch. 10 discussion questions Ch. 10 I CAN START case study Ch. 10 case study Dr. Saks Ted Talk
Tues Mar 26	Ch. 11 Feeding and Eating Disorders		
Thurs Mar 28	Con't		Ch. 11 discussion questions Ch. 11 case study George case study Jada case study
Tues April 2	Ch. 12 Disruptive, Impulse-Control, Conduct, & Elimination Disorders		
Thurs April 4	Con't		Ch. 12 discussion questions Ch. 12 I CAN START case study Ch. 12 case study Caden case study
Tues April 9	Ch. 13 Neurodevelopmental & Neurocognitive Disorders		
Thurs April 11	Con't		Ch. 13 discussion questions Ch. 13 I CAN START case study Ch. 13 case study Lincoln case study
Tues April 16	Ch. 14 Dissociative & Somatic Symptom Disorders		
Thurs April 18	Con't		Ch. 14 discussion questions Ch. 14 case study Maria case study
Tues April 23	Ch. 15 Sleep-Wake & Paraphilic Disorders, Gender Dysphoria	SL Reflection 3 due 11:59 p.m.	
Thurs April 25	Con't		Ch. 15 discussion questions Ch. 15 I CAN START case study Ch. 15 case study Paul case study

			Alex case study
Tues May 30	Catch-up and Review	Portfolio with final reflection and time log due 11:59 p.m.	
Tues May 7	Final Exam		

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –B.B. Laster

Technology note for exams and assignments: Class exams and assignments will be due via Canvas at **11:59 p.m. CST** on their designated due dates. To account for potential technology and other issues (loss of WIFI, laptop issues, cats playing with modem, boss calling you into work last minute, forgetting when the assignment was due, traveling, falling asleep unexpectedly, etc.), I **HIGHLY** recommend submitting **EARLY**. *Exams/assignments will not be available for submission past 11:59 p.m. Emailed assignments will not be accepted.*

Final Grade Policy: This class will utilize an unweighted points system. Final grades will be calculated as a percentage of total points earned. To calculate individual student final grades, add up the total points earned on each graded item and divide that sum by the total maximum points for the course (270). Multiply by 100 to get the percentage. Final grades falling 9.5 and above will be rounded up (e.g., 89.5 will round to an A, 79.5 will round to a B, etc). Final grades falling below this will not be rounded up. There are no exceptions to this policy.

Sharing of Material: Students may not post materials from this course on the Internet (with the exception of Canvas submissions) or share course materials. ***Doing so will be considered academic misconduct.*** This policy helps protect the integrity of the resources developed for this class and ensures equality for all students.

Additional Information

Email Response: UTA email is my official means of communication; Phone calls will not be returned in a timely manner. **Do NOT use Teams chat to contact me.** I will respond to emails within 24-48 hours.

Attendance: Attendance in all lecture sessions is expected of all students. As the laboratory component is particularly integral to this course, attendance is compulsory. If a student must miss a laboratory session due to illness, sanctioned UTA activities, or deployment, they must provide documentation for the absence to be excused. *Students with more than one or more unexcused laboratory absences will be dropped a full letter grade from their final grade.*

Academic Misconduct: All students are subject to the institution's academic integrity policies. At the instructor's discretion, students who are suspected of cheating, plagiarism, or other forms of academic misconduct may be reported to the Office of the Dean of Students and will receive a zero for the assignment and/or a failing grade for the course.

Recording of Class: Although lecture class sessions will be recorded via Echo 360, this technology is not perfect. There will very likely be times when the class microphone doesn't pick up, the video doesn't record, etc. Students should NOT rely on the class recordings as their sole source of information. Recordings are provided as a courtesy for students who may need to miss an occasional class due to illness, etc.

Institutional Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Grade grievance procedure: <https://www.uta.edu/academics/schools-colleges/science/departments/psychology/degree-programs/graduate/graduate-resources/student-grievance-form>

While we will discuss psychological health and treatment in this class, I am trained as a researcher and educator, not a clinician. If you need help with mental health concerns, I will assist you by referring you to student services for additional support, but I cannot provide psychotherapy services myself.

Counseling and Psychological Services <https://www.uta.edu/caps/services/Lets%20Talk.php>

Students experiencing a crisis may call MAVS Talk 24 Hour Crisis Line 817-272-TALK (8255) or UTA Police: 817-272-3003

Face Covering Policy: Students and instructors are encouraged to wear face coverings while on campus, particularly inside buildings. If a student needs accommodations to ensure social distancing in the classroom due to being at high risk, they are encouraged to work directly with the Student Access and Resource Center to assist in these accommodations. Masks may be obtained at the Central Library or the E.H. Hereford University Center's front desk.

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Evacuation plans may be found at [Evacuation Route Maps \(Buildings\)](#).

Academic Success Center

The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](#). To request disability accommodations for tutoring, please complete this [form](#).

The [IDEAS Center](https://www.uta.edu/ideas/) (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a

transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center \(https://uta.mywconline.com\)](https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2nd floor [Academic Plaza \(http://library.uta.edu/academic-plaza\)](http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Dept at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
- [Ask Us](http://ask.uta.edu/) (ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach) (http://libguides.uta.edu/researchcoach)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](http://libguides.uta.edu) (libguides.uta.edu)
- [Librarians by Subject](http://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](http://openroom.uta.edu/) (openroom.uta.edu/)

PSYC 4430 Service Learning

Service Learning goals:

1. Real world application of *theories of human behavior*. Students cannot ethically practice clinical counseling. Students *can* develop relationships and incorporate experiential knowledge to facilitate **empathy** and **unconditional positive regard**.
2. Students may demonstrate a deeper commitment to courses that will advance their competencies in the future graduate field of study.
3. Intercultural competence: students will incorporate appropriate and effective interaction among diverse

individuals to deepen interpersonal relationships that reflect respect for the intellectual, emotional, and social capital that each person contributes to society.

4. Students will relate what they are experiencing in the field to what they've learned in class. They will also experience the effects of personal generativity and pro-social relationships.

On-going reflection and assessment techniques to ensure student learning and successful service to the community:

- (a) Service Logs: Students will utilize weekly service logs to document their hours of service.
- (b) Reflection Journals: Students will complete reflection logs on a period basis throughout the semester. The class syllabus will denote each due date.
- (c) Service Portfolio: Students will compile a final service portfolio, incorporating weekly reflections and visual representations of experience.

Students will be required to obtain at least **15 hours** of service at their designated site, with participation an average of once per week.