



Methods of Counseling

COUN 5010

Fall Semester

Three Credit Hours

Contact Information

Instructor: Sarah Tucker, PhD, LPC (TX), NCC, RPT, CCPT-S

Email Address: stucker@ulm.edu

Office Hours: Tuesdays 9am-9:50am CST and by appointment*

Virtual Zoom Office: Meeting ID: 994 2986 1163 Passcode: 206327

<https://ulm.zoom.us/j/99429861163?pwd=SG50YUhTODBZT0lvR3NZYXdQaG95QT09>

**Virtual office hours are drop-in, meaning that students will be seen in the order they arrive. You may find yourself in the waiting room for a time if I am working with another student. I will admit you into the virtual office as soon as I am able. Alternatively, you may request to schedule an individual appointment with me via e-mail.*

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

The course is designed to teach fundamental counseling skills such as relationship building, micro-skills, basic assessment, goal setting, selecting interventions and evaluation of client outcomes.

This online course contains both asynchronous and synchronous components using Moodle and Zoom.

The following are dates for required synchronous course meetings via Zoom:

COUN 5010.44676

Mondays 5:30pm-8:30pm CST on:

August 23rd

September 20th

October 18th

November 15th

COUN 5010.41965

Tuesdays 5:30pm-8:30pm CST on:

August 24th

September 21st

October 19th

November 16th

Virtual Zoom Classroom: Meeting ID: 983 7603 9758 Passcode: 230620

<https://ulm.zoom.us/j/98376039758?pwd=MXIxSWMvY1kyY2E3SnU1dCtUSGISZz09>

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Prerequisites

COUN 5010: Methods of Counseling must be taken after or at the same time as COUN 5005: Theories of Counseling

Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
Demonstrate and apply interviewing skills, observation skills, active listening skills, and skills integration	
Understand the ethics, legalities, and multicultural competencies related the use of microskills	
Engage in microskills such as observation, redirect, reflect, interpret, confront, give feedback, understand limits/benefits/danger of self-disclosure	
Know content and skills related to telehealth	
Students will learn the following CACREP standards:	
	Core 2.F.
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	5.d
the impact of technology on the counseling process	5.e
counselor characteristics and behaviors that influence the counseling process	5.f

Course Topics

This course will focus on the following primary topics:

1. Therapeutic Rapport Building
2. Cultural Considerations
3. Common Factors in Counseling
4. Counseling Micro-Skills (Reflective Responding)
5. Assessment/Goal Setting
6. Clinical Progress Evaluation

Instructional Methods and Activities

Instructional Methods: Online course, readings, discussions, lectures, videos, mock sessions

Assignment Summaries

1. MyLab Chapter Assignments (3 points each/30 points total)

Due Sundays @ 11pm CST on weeks assigned

Students will complete weekly assignments through the MyLab Counseling platform. Assignments include video reviews, case studies, short answers, and quizzes, and will vary based on weekly course

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content. Full instructions will be posted with corresponding assignments in MyLab. The lowest MyLab weekly assignment score will be dropped.

2. Discussion Boards/Skills Posts (2 points each/20 points total)

Due Fridays and Sundays @ 11pm CST on weeks assigned

Discussion Boards-Weeks 1, 2, 3, & 16 (4 total):

On these weeks, there will be 1 discussion prompt posted to Moodle. The prompt will be visible to students by Monday at 8am CST of each week. Students must make 1 original post AND 2 response posts to receive full credit for that week's discussion. Students will have until Friday 11pm CST to post their own original post, and until Sunday at 11pm CST to complete their response posts.

Students are free to respond to the discussion prompts using written OR video format. Students can use varied formats for responses each week.

Written posts: In order to foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of "Good job!", "I agree", "Thanks!", etc. are welcome but do not count towards the 50 word minimum. Abbreviated posts will not receive full credit.

Video posts: Alternatively, students may fulfill **both original and response** discussion requirements at once by recording a small group discussion (3-4 total peers) with other peers in their course section. Each student must discuss their own responses as well as engage with one another's responses. To receive credit, each student should post the group discussion video link to their own separate discussion post.

Skills Posts-Weeks 4, 5, 7, 9, 11, & 13 (6 total):

On these weeks, students will use the discussion boards to post practice videos demonstrating the skills reviewed that week. Students will be assigned to pairs to complete practice skills posts. Each student will upload a video demonstrating their use of skills while in the role of mock counselor, while the other student serves as the mock client. Partners will swap out the mock counselor/mock client roles to ensure each student can post their skills demonstration to their individual discussion post. Each student's skills demonstration video will be 5 minutes in length.

Students must also watch and comment on 2 skills post, outside of their own partner. In the response, please note areas of strength (what went well/what responses you liked) and identify 1 alternative response (this does not mean the response the mock counselor provided was not effective, only that the student could identify an alternative response they may have used in that role).

As videos will be available for class consumption, mock clients are asked to assume a role/character rather than discussing any personal concerns. Role-play client prompts will be available for students to select from. Alternatively, students may elect to act as their favorite movie/tv show character, and develop a concern from this characters perspective. Students must submit these ideas for instructor approval. Students have the right and personal responsibility to monitor depth of the role play for appropriateness.

3. Mock Sessions & Transcript Reflections (#1& #2, 10 points each/ #3, 15 points/35 points total)

Due Mondays @ 11pm CST weeks 8, 12, & 16

Students will be assigned to clinical rotation pairs to complete 10 minute recorded mock sessions at 3 times throughout the semester (these pairings will differ from skills post partners). Students will submit session recordings demonstrating their role as mock counselor and complete transcripts with reflection questions designed to evaluate their clinical skills. Full assignment instructions and rubrics will be posted in Moodle.

4. Community Resources/Practicum Preparation Assignment (5 points)

Due Sunday, 10/24, @ 11pm CST

As a developing practitioner, it is important to familiarize yourself with local resources. Further, it is essential to begin preparing for your practicum and internship experiences early, to ensure you are not delayed in your educational trajectory. For this assignment, you will fill out the practicum preparation chart found in Moodle with mental health resources in your community. You will then find contacts for at least 4 sites your community that you can speak to about their services and inquire regarding their capacity for a practicum/internship student.

5. Live Class Participation (10 points)

These points are earned through active participation and engagement in our live classes, not attendance alone. You are expected to attend all synchronous classes. Due to the abbreviated nature of our live meetings, one absence from a live class will result in one full letter grade reduction and require the completion of an additional remediation assignment, and more than one absence from a live class will result in a failing grade for this course. Students who arrive to a live class more than 20 minutes late or leave more than 20 minutes early will not receive attendance credit for the class.

Evaluation and Grade Assignment

Grades will be assigned as follows:

A = 100-90 points

B = 89 – 80 points

C = 79 –70 points

D = 69 – 60 points

F = 59-0 points

Counselor Competencies Scale—Revised (CCS-R)

In addition to points-based evaluation, this course will utilize the Counselor Competencies Scale—Revised to measure student skill development and professional competencies. Students will receive CCS-R feedback at each transcription assignment. Areas observed to be below expectations on the CCS-R will require in-course remediation by demonstrating skill development through remaining assignments. The instructor may also provide supplemental assignments/resources to address specific areas of concern. If concerns cannot be resolved in the context of the course, it will reflect accordingly in the students' final grade and a formal remediation plan may be required.

Class Policies and Procedures

Required Textbooks:

- Young, Mark E. (2021). *Learning the Art of Helping: Building Blocks and Techniques* (7th ed.) Pearson.

Other Required Materials:

- MyLab Counseling access
- Zoom

Professionalism:

Students are expected to demonstrate counseling dispositions and behaviors consistent with those of professional counselors-in-training as outlined by the Counselor Competencies Scale—Revised (CCS-R) and engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*.

Course Schedule

Week	Dates	Topic	Readings	Assignments
1	August 16 th – 22 nd	Introduction & Course Orientation	Chapter 1	<ul style="list-style-type: none"> ○ MyLab ○ Discussion Post
2	August 23 rd – 29 th	Live Class Meeting: The Therapeutic Relationship and Cultural Considerations	Chapter 2 & 3	<ul style="list-style-type: none"> ○ MyLab ○ Discussion Post
3	August 30 th – September 5 th	Invitational Skills	Chapter 4	<ul style="list-style-type: none"> ○ MyLab ○ Discussion Post
4	September 6 th – 12 th	Reflecting Skills: Paraphrasing	Chapter 5	<ul style="list-style-type: none"> ○ MyLab ○ Skills Post
5	September 13 th – 19 th	Reflecting Skills: Reflecting Feelings	Chapter 6	<ul style="list-style-type: none"> ○ MyLab ○ Skills Post
6	September 20 th – 26 th	Live Class Meeting: Skills Review and Practice	Assigned Reading in Moodle	<ul style="list-style-type: none"> ○ <i>Record Mock Session #1</i>
7	September 27 th – October 3 rd	Advanced Reflecting Skills: Reflecting Meaning and Summarizing	Chapter 7	<ul style="list-style-type: none"> ○ MyLab ○ Skills Post
8	October 4 th – 10 th	Challenging Skills	Chapter 8	<ul style="list-style-type: none"> ○ MyLab ○ Transcript #1
9	October 11 th – 17 th	Assessment and Goal Setting	Chapter 9	<ul style="list-style-type: none"> ○ MyLab ○ Skills Post

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10	October 18 th – 24 th	Live Class Meeting: Skills Review and Practice		<ul style="list-style-type: none"> ○ <i>Record Mock Session #2</i> ○ Community Resources/Practicum Preparation Due
11	October 25 th – 31 st	Change Techniques, Part I	Chapter 10	<ul style="list-style-type: none"> ○ MyLab ○ Skills Post
12	November 1 st – 7 th	Advanced Change Techniques: Part II	Chapter 11	<ul style="list-style-type: none"> ○ MyLab ○ Transcript #2
13	November 8 th – 14 th	Evaluation and Termination Skills	Chapter 12	<ul style="list-style-type: none"> ○ MyLab ○ Skills Post
14	November 15 th – 21 st	Live Class Meeting: Skills Review and Practice		<ul style="list-style-type: none"> ○ <i>Record Mock Session #3</i>
15	November 22 nd – 28 th	<i>Fall Break, no new content</i>		
16	November 29 th – December 5 th	<i>Finals Week, no new content</i>		<ul style="list-style-type: none"> ○ Transcript #3 Due ○ Discussion Post

Other Policies and Procedures

Attendance Policy: This is a blended synchronous/asynchronous course. You are expected to attend all synchronous classes. Due to the abbreviated nature of our live meetings, one absence from a live class will result in one full letter grade reduction and require the completion of an additional remediation assignment, and more than one absence from a live class will result in a failing grade for this course. Students who arrive to a live class more than 20 minutes late or leave more than 20 minutes early will not receive attendance credit for the class. For asynchronous components, Moodle assignments are required weekly, and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student

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Services website www.ulm.edu/studentaffairs/.

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

If you have disability accommodations that I need to be made aware of, please contact me within the first two days of class.

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

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The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

KPI Assessment (CCS-R) COUN 5010 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	
	2.F.	
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	5.d	
the impact of technology on the counseling process	5.e	
counselor characteristics and behaviors that influence the counseling process	5.f	
suicide prevention models and strategies	5.l	
		Performance Level 1-5
Average	(i.e., total scores divided by number of requirements/standards)	
Percentage	(i.e., an average performance level of 3.5 will be $3.5/5 = 70\%$)	
Total Points	(i.e., syllabus assigns 30 points to assignment – $70\% = 21$ points)	