



**Advanced Techniques in Counseling**  
**COUN 5011**  
**Spring 2022**  
**Three Credit Hours**

**I. CONTACT INFORMATION**

**Instructor: Sarah Tucker, PhD, LPC (TX), NCC, RPT**

**Email Address: [stucker@ulm.edu](mailto:stucker@ulm.edu)**

**Office Location: Virtual, via Zoom: <https://zoom.us/j/84971154524>**

**Office Hours: By Appointment – please e-mail to request**

*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 will receive a response within 48 hours (during university operating hours).

**Course Description**

This is a 100% online course with a synchronous requirement on the dates listed on the schedule found towards the end of the syllabus. Students will attend the scheduled sessions in order to gain full credit for the course.

This course is designed to provide the student with advanced exploration and analysis of current counseling theories and techniques. Students will be expected to demonstrate the ability to demonstrate theoretical integration and therapeutic intention within their counseling skills.

**Prerequisites**

COUN 5005 Theories of Counseling

COUN 5010 Methods of Counseling

## Course Objectives

Objectives	CACREP Standards
<b>This course is designed to enable the student to:</b>	
Practice and demonstrate advanced clinical techniques	
Conceptualize client cases within a theoretical framework	
Integrate and synthesize theoretical intention with foundational counseling skills	
Assess risk and navigate mandated reporting within the counseling relationship	
Identify unique considerations in telehealth	
<b>Students will learn the following CACREP standards:</b>	
	<b>Core 2.F.</b>
evidence-based counseling strategies and techniques for prevention and intervention	5.j
suicide prevention models and strategies	5.1
procedures for identifying trauma and abuse and for reporting abuse	7.d

## Course Topics

Advanced Counseling Techniques  
Theoretical Integration and Evidenced-Based Strategies  
Case Conceptualization

## Assignment Summaries

### 1. Discussion Boards (10%)

Due Fridays and Sundays @ 11pm CST on Weeks 1,2,4,7,10, and 16 (6 total):

On assigned weeks, there will be a 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.

**2. Mock Sessions & Transcript Reflections (10% each; 40% total)**

Due Sundays @ 11pm CST on Weeks 5, 8, 11, and 15

Students will be assigned to clinical rotation pairs to complete 20 minute recorded mock sessions at 4 times throughout the semester. Students will submit session recordings demonstrating their role as mock counselor and complete transcripts with reflection questions designed to evaluate their clinical skills. At sessions 1 and 4, students will complete the CCSR to assesses their clinical competencies. Session will be reviewed and discussed in supervision groups. Full assignment instructions and rubrics will be posted in Moodle.

**3. Class/Supervision Preparation and Participation (10%)**

Scheduled Weeks 3, 6, 9, 12, and 16

Students will attend an initial 2-hour large orientation/skills review via Zoom on Monday January 24<sup>th</sup> from 7pm-9pm CST. Students will attend 4 subsequent 1-hour small group supervision sessions, to be formed and scheduled by the instructor based on week 1 availability poll.

This grade is 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/supervision 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 supervision will result in a failing grade for this course. Students who arrive to a live class/supervision more than 10 minutes late or leave more than 10 minutes early will not receive attendance credit.

**4. Theory Reading Reflections or Discussions (15%)**

Due Sunday @ 11pm Week 13 (April 10<sup>th</sup>)

Syllabus content and schedule subject to change

Students will select one foundational theory text to read across the course of the semester as they work to integrate theoretical intentionality into their mock sessions. Students will be provided with a list of pre-approved foundational counseling theories and texts. Students are welcomed to select theories and/or texts not listed but must seek instructor approval. By Week 13, students will submit either a written reflection paper or participate in a recorded small group discussion reviewing significant learnings. Prompts for both written and discussion formats will be provided via Moodle.

**5. Case Conceptualization (10%)**

Students will complete a case conceptualization of their mock client utilizing the format provided and reviewed in week 8. The conceptualization will support students in integrating their understanding of biopsychosocial elements of the client’s experiences within a theoretical framework.

**6. Risk Assessment Assignment (10%)**

Students will complete a recorded mock risk assessment utilizing the format and materials reviewed in week 10. Instructor will assign pairs within supervision groups.

**7. CPCE Practice Exam (KPI) (5%)**

Students will complete a mock Counselor Preparation Comprehensive Examination (CPCE) practice exam designed to familiarize them with the exam format and content areas. Review materials will be provided via Moodle.

**Evaluation and Grade Assignment**

10%	Discussion Boards
40%	Mock Sessions & Transcript Reflections
10%	Class/Supervision Preparation and Participation
15%	Theory Reading Reflections or Discussions
10%	Case Conceptualization
25%	Risk Assessment Assignment
5%	CPCE Practice Exam (KPI)

Grades will be assigned as follows: \*\*\*

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0 %

### **\*\*\*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**

- 1 self-selected theory text

#### **Other Materials**

- Zoom
- Moodle Required Readings and Videos

#### **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*.

### **Other Policies and Procedures**

**Attendance Policy :** This is an online class so 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/](http://www.ulm.edu/studentsuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).

**Emergency Procedures:** (N/A for online courses.)

**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:** Papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day. Assignments will not be accepted after one week after the due date. No assignments will be accepted after the last day of class.

**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.

**Covid Policies:** Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus. Everyone is encouraged to take advantage of frequent handwashing, available hand sanitizer, masks, and testing opportunities. As this is an ever-changing situation, please continue to monitor university communication. For more information click [here](#).

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

Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

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

#### 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:

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.

*If you have special needs that I need to be made aware of, you should contact me within the first two days of class.*

#### 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](http://www.ulm.edu/titleix)

#### **How to use Moodle:**

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

## Class Schedule

Week	Dates	Topic	Readings/Videos	Assignments
1	January 10-16 <sup>th</sup>	Intro/CCSR/Basic Skills Review	Week 1 Moodle Materials	<ul style="list-style-type: none"> <li>• Discussion 1</li> <li>• Supervision Scheduling Poll</li> </ul>
2	January 17-23 <sup>rd</sup>	Intakes/Informed Consent/Telehealth Considerations	Week 2 Moodle Materials	<ul style="list-style-type: none"> <li>• Discussion 2</li> </ul>
3	January 24 <sup>th</sup> – 30 <sup>th</sup>	<b>Advanced Skills Large Class Orientation/ Skills Review and Practice:</b> Monday 7pm-9pm via Zoom		<ul style="list-style-type: none"> <li>• Theory Book Selection</li> </ul>
4	January 31 <sup>st</sup> -February 6 <sup>th</sup>	Cultural Responsiveness and Broaching	Week 4 Moodle Materials	<ul style="list-style-type: none"> <li>• Discussion 3</li> </ul>
5	February 7 <sup>th</sup> – 13 <sup>th</sup>	Case Notes and Treatment Planning	Week 5 Moodle Materials	<ul style="list-style-type: none"> <li>• Mock Session &amp; Transcript 1</li> <li>• CCSR-Self</li> </ul>
6	February 14 <sup>th</sup> – 20 <sup>th</sup>	<b>Group Supervision</b>		
7	February 21 <sup>st</sup> – 27 <sup>th</sup>	Theory/Evidence-Based Practices	Week 7 Moodle Materials	<ul style="list-style-type: none"> <li>• Discussion 4</li> </ul>
8	February 28 <sup>st</sup> - March 6 <sup>th</sup>	Case Conceptualization	Week 8 Moodle Materials	<ul style="list-style-type: none"> <li>• Mock Session &amp; Transcript 2</li> </ul>
9	March 7 <sup>th</sup> – 13 <sup>th</sup>	<b>Group Supervision</b>		
10	March 14 <sup>th</sup> -20 <sup>st</sup>	Risk Assessment	Week 10 Moodle Materials	<ul style="list-style-type: none"> <li>• Discussion 5</li> </ul>
11	March 21 <sup>st</sup> - 27 <sup>th</sup>	Reporting Abuse	Week 11 Moodle Materials	<ul style="list-style-type: none"> <li>• Mock Session &amp; Transcript 3</li> </ul>

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12	March 28 <sup>th</sup> – April 3 <sup>rd</sup>	<b>Group Supervision</b>	<ul style="list-style-type: none"> <li>• Risk Assessment Assignment</li> </ul>
13	April 4 <sup>th</sup> – 10 <sup>th</sup>	Treatment Summaries/Termination	<ul style="list-style-type: none"> <li>• Theory Reading Reflections or Discussions Due</li> </ul>
14	Apr 11 <sup>th</sup> -17 <sup>th</sup>	<b>Spring Break</b> No New Materials <b>REST AND ENJOY YOUR SPRING BREAK!</b>	
15	Apr 18 <sup>th</sup> –24 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Mock Session &amp; Transcript 4</li> <li>• CCSR-Self Evaluation</li> </ul>
16	Apr 25 <sup>th</sup> - May 1 <sup>st</sup>	<b>Group Supervision</b>	<ul style="list-style-type: none"> <li>• Case Conceptualization</li> <li>• Discussion 6</li> </ul>
17	May 2 <sup>nd</sup> – 8 <sup>th</sup>	<b>CPCE Practice Exam</b>	

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