



## Methods of Counseling

COUN 5010

Fall 2024

Three Credit Hours

### Contact Information

**Instructor:** Tonya Elliott LMFT PhD

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

**Office Hours:** by appointment

**Virtual Zoom Office:**

*\*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:**

**9-3; 10-1; 10-29; 11-19**

**Virtual Zoom Classroom:** Meeting ID: Passcode:

## **Prerequisites**

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

## **Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## Course Content, Objective, CACREP Standards, and KPI

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### Content Areas

**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
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### Objectives

**Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships**

**Students will learn individual clinical skills and strategies in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 80%.**

**Students will demonstrate skills in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.**

**Program Objective related to CACREP 2.C.2.a.b.c. Individual Student Assessment**

**Students will demonstrate professional dispositions in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.**

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### CACREP Standards

**From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.E**

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	<b>Standards</b>
	<b>Core</b>
consultation models and strategies	3.E.4
application of technology related to counseling	3.E.5
ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	3.E.6
culturally sustaining and responsive strategies for establishing and	3.E.7

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Syllabus content and schedule subject to change

maintaining counseling relationships across service delivery modalities	
counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	3.E.8
interviewing, attending, and listening skills in the counseling process	3.E.9
counseling strategies and techniques used to facilitate the client change process	3.E.10
strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11
goal consensus and collaborative decision-making in the counseling process	3.E.12
suicide prevention and response models and strategies	3.E.19
identify and define professional dispositions to be assessed;	2.C.2.a
measurement of student professional dispositions over multiple points in time; and	2.C.2.b
review or analysis of individual student data for the purpose of retention, remediation,	2.C.2.c

## 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

The primary methods of instruction for this course comes from a combined synchronous and asynchronous format that utilizes live clinical training and skills practice, weekly recorded lectures, recorded clinical demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous formats. Students create recorded video discussion posts individually or in groups and provide written feedback to others' posts.

## Student Performance Evaluation: Criteria and Procedures

### 1. Discussion Boards (4 @ 5 points each. 20 points total)

Due Thursdays and Sundays @ midnight CST on weeks assigned

#### **Discussion Boards-(4 total):**

On these weeks, there will be 1 discussion prompt posted to Canvas. Students must make 1 original post AND 2 response posts to receive full credit for that week's discussion. Students will have until Thursday midnight CST to post their own original post, and until Sunday at midnight 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. Skills Posts (4 @ 5 points each/20 points total)**

Due Saturdays (initial post) & Sundays (responses to others) @ midnight CST on weeks assigned

**Skills Posts-Weeks (4 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 Sundays @ midnight CST

Students will find a partner to complete 10 minute recorded mock sessions at 3 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. Full assignment instructions and rubrics will be posted in Canvas.

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

Due Sunday @ midnight 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 Canvas 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 (20 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.

**6. Professional Dispositions: 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. This meets the CACREP standards 2.C.2.a.b.c. Individual Student Assessment.

**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

Assignments Schedule			
Discussions	Thursdays and Sundays @ midnight	Weeks 1,2,3 & 15	5 pts each 20 total
Skills Posts	Saturday & Sundays @ midnight	Weeks 4,7,8 &11	5 pts each 20 total

Mock Sessions/Supervision	Sundays @ midnight	Weeks 6,9 & 12 + sign up for supervision with Dr. Dobson	35 pts total
Practicum Readiness	Sunday @ Midnight	November 3rd	5 pts
Participation	Live Class Discussions		20 pts total
			100 pts total

### Counselor Competencies Scale—Revised (CCS-R)

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## Class Policies and Procedures

### Required Textbooks:

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

### Other Required Materials:

- Zoom

### Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

### 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	CACREP	Young Readings	Assignments
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Syllabus content and schedule subject to change

1	August 26 <sup>th</sup> – Sep 1	Introduction & Course Orientation Helping as Personal Journey	3.E.4,3.E.5, 3.E.8, 3.E.9	Chapter 1	Discussion Post #1
<b>2</b>	<b>September 2<sup>nd</sup> - September 8</b>	<b>Live Class Meeting: The Therapeutic Relationship and Cultural Considerations</b>	3.E.4,3.E.6, 3.E.7, 3.E.8, 3.E.9, 3.E.11	Chapters 2 & 3	Discussion Post #2
3	September 9 <sup>th</sup> - September 15 <sup>th</sup>	Invitational Skills	3.E.4, 3.E.8, 3.E.9	Chapter 4	Discussion Post #3
4	September 16 <sup>th</sup> – 22	Reflecting Skills: Paraphrasing	3.E.4, 3.E.12	Chapter 5	Skills Post #1
5	September 23 <sup>rd</sup> – 29 <sup>th</sup>	Reflecting Skills: Reflecting Feelings	3.E.4, 3.E.8, 3.E.9	Chapter 6	
<b>6</b>	<b>September 30<sup>th</sup> – October 6<sup>th</sup></b>	<b>Live Class Meeting: Skills Review and Practice</b>	3.E.4, 3.E.8, 3.E.9		<b><i>Record Mock Session #1</i></b>
7	October 7 <sup>th</sup> – October 13 <sup>th</sup>	Advanced Reflecting Skills: Reflecting Meaning and Summarizing	3.E.4, 3.E.8, 3.E.9, 3.E.12 2.C.2.a , 2.C.2.b, 2.C.2.c	Chapter 7	Skills Post #2 Transcript from Mock Session #1
8	October 14 <sup>th</sup> – 20 <sup>th</sup>	Challenging Skills	3.E.4, 3.E.8, 3.E.9, 3.E.10	Chapter 8	<b><i>Skills Post #3</i></b>
9	October 21 <sup>st</sup> – 27 <sup>th</sup>	Assessment and Goal Setting	3.E.4, 3.E.9, 3.E.12	Chapter 9	<b><i>Record Mock Session #2</i></b>
<b>10</b>	<b>October 28<sup>th</sup> – November 3<sup>rd</sup></b>	<b>Live Class Meeting: Skills Review and Practice</b>	3.E.4, 3.E.8, 3.E.9		Community Resources/Practicum Preparation Due
11	November 4 <sup>th</sup> – November 10 <sup>th</sup>	Change Techniques, Part I Intro to Suicide Risk Assessment	3.E.4, 3.E.8, 3.E.9, 3.E.10,3.E.12, 3.E.19 2.C.2.a , 2.C.2.b, 2.C.2.c	Chapter 10	Skills Post #4 Transcript from Mock Session #2
12	November 11 <sup>th</sup> – November 17 <sup>th</sup>	Advanced Change Techniques: Part II Evaluation and Termination Skills	3.E.4, 3.E.8, 3.E.9, 3.E.10,	Chapters 11 & 12	<b><i>Record Mock Session #3</i></b>

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13	November 18 <sup>th</sup> – 24 <sup>th</sup>	<b>Live Class Meeting: Skills Review and Practice</b>	3.E.4, 3.E.8, 3.E.9, 2.C.2.a, 2.C.2.b, 2.C.2.c		Transcript from Mock Session #3
14	November 25 <sup>nd</sup> – Dec 1 <sup>st</sup>	<b>Fall Break</b>			
15	December 2 <sup>nd</sup> – December 8 <sup>th</sup>	<i>Wrapping up Finals Week, no new content</i>	3.E.8, 3.E.9		Final Discussion Post #4
16	Semester Ends December 10 <sup>th</sup>				

## 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/](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/).

**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;

Syllabus content and schedule subject to change

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](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)

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).

*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:

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:

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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)

### **KPI Assessment COUN 5010 Grading Rubric**

Pass: as evidenced by receiving a performance level of a 3 or higher on a 5-point scale on each requirement/standard assessed through the assignment. Note: Ratings of 3 or above indicate performing well for student's stage of development; a rating of 2 may require remediation and a rating of 1 will require remediation.

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

### **Assignment Specific Requirements and Professional Identity 2024 CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
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	<b>Core</b>	
consultation models and strategies	3.E.4	
application of technology related to counseling	3.E.5	
ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	3.E.6	
culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	3.E.7	
counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	3.E.8	
interviewing, attending, and listening skills in the counseling process	3.E.9	
counseling strategies and techniques used to facilitate the client change process	3.E.10	
strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11	
goal consensus and collaborative decision-making in the counseling process	3.E.12	
suicide prevention and response models and strategies	3.E.19	
identify and define professional dispositions to be assessed;	2.C.2.a	Assessed using the CCS-R
measurement of student professional dispositions over multiple points in time; and	2.C.2.b	Assessed using the CCS-R
review or analysis of individual student data for the purpose of retention, remediation,	2.C.2.c	Assessed using the CCS-R

**This KPI will be recorded in Tevera.**