



M.S. in Clinical Mental Health Counseling (MSC)

Syllabus

MSC 517, Section HYB – Techniques of Counseling

Fall Semester 2023

3 Credit Hours

Dates:	Block: Friday Nov 03 and Saturday Nov 04 (9 am – 5 pm MT)
Room:	Virtual Setting via Zoom or Collaborate
Settings	Online/Distance Learning Asynchronous - Moodle and Block (HYB)
Instructors:	Dr. Sylvia Lindinger-Sternart, CRC, LCPC (MT) Associate Professor Counseling
Contact:	Email: Sylvia.Lindingersternart@Uprovidence.edu Phone: 406-791-5353; Fax: 456-791-5990 Email: Betty.Cardona@uprovidence.edu
Office Hours:	By appointment – Collaborate Advising https://us.bbcollab.com/guest/b3ae486c1e1a4166bebaadf21dc7ccec
Website:	https://www.uprovidence.edu/academics/explore-programs/clinical-mental-health-counseling/
Academic Calendar:	https://www.uprovidence.edu/wp-content/uploads/2023/06/FINAL_Fall_2023_Calendar.pdf

I. Course Description

A. Catalog Description: Techniques of Counseling, MSC 517 is a theoretical and skill development course for future professional counselors, educators, and clinicians to strengthen knowledge, awareness, and clinical skills to effectively counsel clients. The goal of this course is to provide counseling students an in-depth look at basic counseling skills with an emphasis on practical knowledge and techniques for effective counseling. Through applying theories of communication and attending behavior to the process of counseling, the student develops effective basic counseling skills. Counseling sessions are analyzed in stages of initiating, conducting, terminating, and recording results.

Instructor’s Elaboration – This course will seek to develop rudimentary student counseling skills utilizing intentional interviewing and counseling formats. Emphasis will be on acquiring knowledge and skills to conduct

interviews and counseling sessions within a variety of settings. Students will be exposed to a range of counseling theories and techniques to allow integration of personal styles and emerging professional approaches to interviewing and counseling within diverse populations. Class and online homework exercises will focus on increasing student awareness of self and interpersonal style in establishing and maintaining effective client relationships.

- B. Methods of Instruction: This course will be taught as a graduate seminar, with lecture and group discussion, small group exercises, videotapes, oral presentations, and experiential exercises. It is expected that students will have read all readings and be prepared to engage in a conversation regarding major points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in role playing, critical thinking and ethical practices.

II. Program Student Learning Objectives

COUNSELING AND HELPING RELATIONSHIPS

By the end of this program, students will be able to ...

Analyze theories and models of counseling.

Identify relevant counseling interventions suitable to a specific population.

Integrate gained knowledge and formulate a personal model of counseling.

III. Behavioral Objectives for Course / Anticipated Student Competencies / (CACREP Standards)

- Upon completion of this course, the successful student will be able to:

KNOWLEDGE/SKILLS/SCHOLARSHIP

1. Understanding and articulating stages of interviewing and counseling session, with assessment throughout all course activities (S2.F.5.a) (S2.F.5.f), (S2.F.5.g)
2. Demonstrating knowledge and proficiency in developing therapeutic relationship, as assessed by evaluation of all written materials, self-rating, and client feedback (S2.F.5.a), (S2.F.5.b), (S2.F.5.c), (S2.F.5.h), (S2.F.5.i), (S2.F.5.j), (S2.F.5.l)
3. Developing and demonstrating the counseling skills that will allow for efficient interview and counseling sessions, as assessed by evaluation of videotapes and class performance (S2.F.5.a), (S2.F.5.b), (S2.F.5.c), (S2.F.5.h), (S2.F.5.i), (S2.F.5.j), (S2.F.5.l)
4. Developing, articulating, and demonstrating your own personal counseling style in oral and written formats (S2.F.5.f) (S2.F.5.n)
5. Identifying strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)

CACREP STANDARDS – Section 2 (S2)

5 Counseling and Helping Relationships

- a. Theories and models of counseling (S2.F.5.a).
- b. A systems approach to conceptualizing clients (S2.F.5.b)
- c. Theories, models, and strategies for understanding and practicing consultation (S2.F.5.c)
- f. Counselor characteristics and behaviors that influence the counseling process (S2.F.5.f)
- g. Essential interviewing, counseling, and case conceptualization skills (S2.F.5.g)
- h. Developmentally relevant counseling treatment or intervention plans (S2.F.5.h)
- i. Development of measurable outcomes for clients (S2.F.5.i)
- j. Evidence-based counseling strategies and techniques for prevention and intervention (S2.F.5.j)
- k. Strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)
- l. Suicide prevention models and strategies (S2.F.5.l)
- n. Processes for aiding students in developing a personal model of counseling (S2.F.5.n)

CACREP Standards Section 3: Professional Practice

Can be reviewed in the MSC Handbook for Practicum and Internship

IV. Prerequisites to this Course and Requirements this Course Fulfills:

- A. This is a **required course for MSC students**, and it has **co-requisites MSC 500 and MSC 512**. Students **must earn a B or better** to proceed to the next semester of coursework.

V. REQUIRED TEXTS:

<https://uprovidence.textbookx.com/institutional/index.php>

REQUIRED TEXT

- A. Guindon, M. H. & Lane, J. J. (2019). *A counselling primer: An introduction to the profession*, 2nd Ed., NY, NY: Routledge Taylor and Francis Group, LCC. ISBN: 9781138339613; ISBN10: 113833961X
- B. Erford, B. T. (2019). *45 techniques every counselor should know*. 3rd Ed., Hoboken, NJ: Pearson Education, Inc. ISBN10: 0134694899

RECOMMENDED TEXTS

- C. American Psychological Association (2019). *Publication manual of the American Psychological Association*, Seventh Edition, published by the American Psychological Association.

D. Ivey, A. E, Ivey, M. B., & Zalaquett, C. P. (2010), *Intentional interviewing & counseling: Facilitating client development in a multicultural society*, 8th Ed., Belmont, CA: Brooks/Cole Publishing Company. ISBN:978-1-285-06535-9

VI. Course Requirements and Course Activity Summary

A. Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment.
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development.
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others.
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry.
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments.
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional.

All students will be expected to model these dispositions during class meetings.

B. Assignments:

1. **CLASS Participation** (20%)

Each student is required to attend the live, online class block meetings (November 03 and November 04, from 9 am – 5 pm Mountain Time) and scheduled role plays. To get full credit, students must meaningfully contribute to discussion in class. The online, block class meetings will be conducted in a seminar style with role plays and presentations. Class format is designed to help the student become familiar with, understand, and practice the application of basic theories and techniques of counseling. This part of the course will include material from both required texts and may also include additional resources from the counseling literature.

Students will be prepared for the block class by completing course readings and required assignments. Students who miss classes due to participation in a university sanctioned event are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. It is important to inform the professor in advance about such an event. In isolated cases involving family or medical emergencies, students are encouraged to speak with the

instructor. The instructor may require documentation of family or medical emergencies.

Students will actively participate in role plays and provide/receive constructive feedback and evaluation periodically throughout the semester. The schedule for student roleplays is provided in the Course Schedule section of the syllabus. Students will be divided into groups of three and will rotate through counselor, client, and observer roles. Each role play will last 20 minutes (not including feedback/processing). Students will access Collaborate in Moodle for role-plays. Student groups will independently establish their role play schedule during the week it is assigned. Students will share or discuss their role play experience in Moodle.

2. MOODLE Discussion Participation (10%).

You are encouraged to be active on the Collaboration/Discussion forum to learn from each other, at a minimum of 1 posting/week; up to 3 posting are recommended. Discussions on Moodle will be run with a seminar focus where students engage in active learning. Studies show that students with high participation records get better grades and comprehend more about a given subject. Please sign into the course every other day (at a MINIMUM). Please be sure to read, contemplate, and respond to the postings provided by other students because reading, thinking, and discussing what other students have to say will deepen your learning of the material. If the professor of the course poses a question, you **MUST** respond. Sometimes the posting will be to an individual; sometimes the posting will be to all of the students in the course. Your initial posting must be completed by the date that is provided on Moodle of any given week. Each discussion posting must be “unique”. Unique means 2 things: your posting must present material that has not already been posted by another student and your posting must be more than merely supportive. Support is a very important part of your postings, but you must factually argue why you are supportive based on material that is pertinent to the course (APA style). Points are mostly based on your presentation of factual material from the textbooks for this course so citing according to APA style is important.

- 2. Basic Counseling Skills – Analysis Paper (10%):** Each student will write an academic paper (4-6 pages), APA style, that analyses and describes the basic counseling skills and interventions as presented in Section II of the text (*Counselor Primer*), including reflection of feeling, encouraging, paraphrasing, summarizing, open and closed questions. This may assist you well for your video. Due **09/24**.

Rubric – Basic Counseling Skills (Analysis Paper)

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
ACADEMIC QUALITY Basic Counseling Skills Description of content (Basic counseling skills) according to the textbook 60%	Insufficiently demonstrated. Described no Basic counseling skills in a subjective manner-unstructured (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Sufficiently demonstrated. Described one/two Basic counseling skills in a more subjective manner (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Proficiently demonstrated. Described three/five Basic counseling skills comprehensively in an objective manner (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Exemplary demonstrated. Described six/eight Basic counseling skills comprehensively in an objective manner and integrated subjective statements. (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)
MECHANICS and Academic LANGUAGE 20%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than required pages (excluding the title page, abstract, reference page(s) and any figures or tables).	A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than required pages or longer than required pages (excluding the title page, abstract, reference page(s)).	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper has required length of pages (excluding the title page, abstract, reference page(s)). The paper does miss an abstract or title page.	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has required pages (excluding the title page, abstract, reference page(s))
APA STYLE – SOURCES CITATION 20%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

4. Basic Counseling Skills – Videotape (20%): Each student will videotape him- or herself conducting a simulated 20-minute counseling session with a friend or family member acting as your client. Session will be graded on competent use of counseling techniques as outlined on the skills grading rubric. Due **10/29**.

Rubric – Basic Counseling Skills (VIDEO Presentation)

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
VIDEO Counseling Session QUALITY and USE Basic Counseling Skills Evidence-based counseling practices (S2.F.8.b) 30%	Insufficiently demonstra. Used no counseling techniques. (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Sufficiently demonstrat. Used one/two counseling techniques (reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Proficiently demonstrat. Used three/five counseling techniques (reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Exemplary demonstrat. Used six/eight counseling techniques (reflecting feelings, empathy, open question, reassurance, active listening, silence...)
QUALITY and USE Techniques of a Theory Evidence-based counseling practices (S2. F.5.a.) (S2.F.8.b) 30%	Used no techniques of a theory. e.g., CBT, REBT, Mindfulness Appr., Narrative Approach...	Used one technique of a theory. e.g., CBT, REBT, Mindfulness Appr., Narrative Approach...	Used two techniques of a theory e.g., CBT, REBT, Mindfulness Appr., Narrative Approach...	Used three techniques of a theory e.g., CBT, REBT, Mindfulness Appr., Narrative Approach...

VIDEO Presentation - MANAGEMENT 45%	Insufficient time management (<5 min). Lacked in 3 or > areas: - -Clear video -Effective volume -Professional appearance	Sufficient time management (>20 min). Lacked in 1 to 2 areas: -Clear video -Effective volume -Profession. appearance	Proficient time management (5-15 min). Fulfilled all areas: -Clear video -Effective volume -Professional appearance	Excellent time management (20 min). Exemplary in all areas: -Clear video -Effective volume -Professional appearance
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5. Counseling Session Presentation (30%): At the last live class session, each student will prepare a 15 - 20 minutes oral Power Point Presentation that illustrates a mental health counseling session for a specific client. Please include the main demographic data of your anticipated client and consider the phases of a counseling session. At least 4 references should be cited in APA format on the last page of your PowerPoint. Make handouts, it could be the PowerPoint, for the class. The presentation should be submitted on Moodle/shared drive. **Due 10/29.** Your evaluation will be based on the provided rubric.

Rubric – Counseling Session Presentation

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES / QUALITY of Information Theoretical foundation of basic mental health counseling skills (S2. F.5.a.) (S2. F.5.b.) (S2. F.5.f.) (S2. F.5.g.) (S2.F.5.h.) (S2.F.5.i.) (S2. F.5.j.) (S2. F.5.k.) (S2. F.5.l.) (S2.F.5.n) 45%	Addressed none of the issues below in a precise & clear manner: Theory of Basic Counseling Skills for a Particular Client -Purpose of theory f. this client -Counselor characteristics and behaviors that influence the counseling process -Essential Interviewing skills, Counseling skills, Case conceptualizat. -Evidence-based counseling strategies and techniques for prevent. & intervent. - Strategies promoting client understanding of community-based resources -Suicide prevention Models & strategies	Addressed =>2 of the issues below but not precisely & clear manner: Theory of Basic Counseling Skills for a Particular Client -Purpose of theory f. this client -Counselor characteristics and behaviors that influence the counseling process -Essential Interviewing skills, Counseling skills, Case conceptualizat. -Evidence-based counseling strategies and techniques for prevent.&intervention. - Strategies promoting client understanding of community-based resources -Suicide prevention Models & strategies	Addressed =>5 of the issues below but not precisely & clear manner: Theory of Basic Counseling Skills for a Particular Client -Purpose of theory f. this client -Counselor characteristics and behaviors that influence the counseling process -Essential Interviewing skills, Counseling skills, Case conceptualizat. -Evidence-based counseling strategies and techniques for prevent.&intervention. - Strategies promoting client understanding of community-based resources -Suicide prevention Models & strategies	Addressed all of the issues below in a precise & clear manner: Theory of Basic Counseling Skills for a Particular Client -Purpose of theory f. this client -Counselor characteristics and behaviors that influence the counseling process -Essential Interviewing skills, Counseling skills, Case conceptualizat. -Evidence-based counseling strategies and techniques for prevent.&intervention. - Strategies promoting client understanding of community-based resources -Suicide prevention Models & strategies
POWER POINT Presentation SLIDES 30%	Failed to outline the required topic	Insufficiently outlines: Slides and handouts had spelling, grammatical or punctuation errors. Font size and design was not professional and accurate.	Sufficiently outlines: Slides had almost no spelling, grammatical or punctuation errors. Font size and design was partially professional and accurate.	Successfully outlines: Slides were without grammatical spelling or punctuation errors. Font size and design was professional and accurate.

PRESENTATION Skills 30%	Failed to present the required topic	Insufficient time management (<12 min). Inappropriate time for each part of the presentation. Lacked in 3 or > areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm.	Sufficient time management (>18 min). Appropriate time for each part of the presentation. Lacked in 1 to 2 areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm.	Excellent time management (15 min). Appropriate time for each part of the presentation. Fulfilled all areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm.
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6. Counseling Skills – Counseling Session Paper (10%): Each student will write an academic paper (4-6 pages), APA style, that describes a hypothetical mental health counseling session, including review of specific theoretically based interventions. The focus of this paper is on the implementation of counseling skills into the process of a counseling session. It is important to describe the various stages of a counseling session and use of various skills. It is also required to describe the anticipated demographic data of the particular client that you would treat and the rationale for the counseling session. I suggest to work on this paper before the face-to-face block as it may serve you well for the Counseling Session Presentation. **Due 11/19.**

Rubric –Counseling Session Paper

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
ACADEMIC QUALITY Mental Health Counseling Session Case Description of Client information to present a hypothetical mental health counseling session. 15%	Insufficiently demonstrated. Client information to present a hypothetical mental health counseling session. Case Study includes NO aspects of client's information. -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history	Sufficiently demonstrated. Client information to present a hypothetical mental health counseling session. Case Study includes FEW aspects of client's information. -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history	Proficiently demonstrated. Client information to present a hypothetical mental health counseling session. Case Study includes MOST aspects of client's information are precise and clear: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history	Exemplary quality Demonstrated Client information to present a hypothetical mental health counseling session. Case Study includes ALL aspects of client's information are precise and clear: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history
ACADEMIC QUALITY Mental Health Counseling Session Stages Overview of various stages in a counseling session and detailed description of the selected for the	Insufficiently demonstrated. Described NO stages of a professional counseling session and did not explain the selected for the hypothetical clinical mental health counseling session in detail.	Sufficiently demonstrated Described the various stages of a professional counseling session But missed to explain the selected for the hypothetical clinical mental health	Proficiently demonstrated. Described the various stages of a professional counseling session and explained the selected for the hypothetical clinical mental health counseling session insufficiently.	Exemplary demonstrated. Described the various stages of a professional counseling session and explained the selected for the hypothetical clinical mental health counseling session in detail.

hypothetical session in the paper. (Textbook) 15%	(e.g. Intake session or termination ...)	counseling session in detail. (e.g. Intake session or termination ...)	(e.g. Intake session or termination ...)	(e.g. Intake session or termination ...)
ACADEMIC QUALITY Mental Health Counseling Session Rationale Description of rationale and used basic counseling skills to create a positive working alliance with client (Textbook) 15%	Insufficiently demonstrated. Integrated no Basic counseling skills in a subjective manner (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Sufficiently demonstrated. Integrated one/two Basic counseling skills in a more subjective manner – using “I” instead of the professional counselor. (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Proficiently demonstrated. Integrated three/five Basic counseling skills comprehensively in an objective manner (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Exemplary demonstrated. Described the Rationale for use of various skills in the counseling session. (e.g., Rationale for Positive Working Alliance ... using basic counseling skills such as attending) (e.g. Client-centered approach Congruence)
ACADEMIC QUALITY Mental Health Counseling Session Basic Counseling Skills Description of used basic counseling skills to create a positive working alliance with the particular client (Textbook) 15%	Insufficiently demonstrated. Integrated no Basic counseling skills in a subjective manner (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Sufficiently demonstrated. Integrated one/two Basic counseling skills in a more subjective manner – using “I” instead of the professional counselor. (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Proficiently demonstrated. Integrated three/five Basic counseling skills comprehensively in an objective manner (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)	Exemplary demonstrated. Integrated six/eight. Basic counseling skills comprehensively in an objective manner and integrated subjective statements. (Reflecting feelings, empathy, open question, reassurance, active listening, silence...)
MECHANICS and Academic LANGUAGE 20%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than required pages (excluding the title page, abstract, reference page(s) and any figures or tables).	A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than required pages or longer than required pages (excluding the title page, abstract, reference page(s).	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper has required length of pages (excluding the title page, abstract, reference page(s). The paper does miss an abstract or title page.	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has required pages (excluding the title page, abstract, reference page(s)
APA STYLE – SOURCES CITATION 20%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

I. Grading

A. Grade Calculation

1. There are 1000 points available for this course:

- (a) 200 points - **CLASS Participation (20%)**
- (b) 100 points - **MOODLE Discussion Participation (10%)**
- (c) 100 points - **Basic Counseling Skills – Analysis Paper (10%) 09/24**
- (d) 200 points - **Basic Counseling Skills – Videotape (20%) 10/29**
- (e) 300 points - **Counseling Session Presentation (30%) 10/29**
- (f) 100 points - **Counseling Skills – Counseling Session (10%) 11/19**

2. At the end of the quarter, grades will be assigned as follows:
 - A: 100-90%
 - B: 89-80%
 - C: 79-70%
 - D: 69-60%
 - F: 59-0%

B. Late or missed work policy: For each calendar day that your assignment is turned in late, the grade will be dropped by 25%.

VII. University Policies and Information (REQUIRED)

<https://www.uprovidence.edu/academics/>

A. This Link includes access to the following important University Information: Academic Catalog (University Policies and Information) Academic Calendar, Library Services, Registrar's Office, Student Academic Support Services and more.

B. Instructor's additions to the attendance policy

VIII. Academic Misconduct

- UP Policy:
"Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.

To view the complete University of Providence Academic Misconduct policy please see the **Graduate Catalog** available on the University of Providence <https://www.uprovidence.edu/academics/> (REQUIRED)

- A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing, or copying another student's examination or assignment, making, or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Plagiarism: Representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. (*To see the full wording please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section*).

Initial Procedure regarding Academic Misconduct

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor's judgment; the student may appeal the instructor's decision by following the "Academic Related Appeals Process". (University of Providence Catalog: "Academic Policies")

B. Instructor's additions to the Academic Conduct policy.

IX. Provision for Special Needs

Accommodation for documented disabilities

(<https://www.uprovidence.edu/academics/student-academic-support/>): If you

have a documented disability and would like the professor to make accommodations, visit with Carilyn (Carrie Lynne) Voorhies, M.Ed., who can be reached at 406-791-5915 or by email at carilyn.voorhies@uprovidence.edu.

X. Tentative Class Schedule and Outline

See last page of this syllabus.

XI. Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. The participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, marital-status, or political ideology. In other words: you must be kind. Intolerance is not acceptable.

XII. Student Responsibilities and Tips for How to Do Well

- The “rule of thumb” for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per week for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned chapters **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 2-3 hours/week to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you “come to class”. I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all the non-written cues that are missing. Please be careful and considerate.
- Come to the semester begin meeting each semester. The meeting will provide you the opportunity to know one another personally.
- If you are not doing as well as you would like, please make an appointment to consult with Dr. Lindinger-Sternart about how you can excel in this course.
- Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

Academic Support Centers

This is a great, FREE resource for students.

<https://www.uprovidence.edu/academics/student-academic-support/>

- Trio Support Services
- Mathematics Center
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

Academic Forms:

<https://www.uprovidence.edu/academics/registrars-office/academic-forms/>

About the Instructor

Diversity is appreciated and welcome in this classroom. I define myself as a global citizen and I believe in a collaborative learning environment and embrace diversity. It is my concern to meet each student's individual need. I welcome to meet with you at your request. You may also email me with any questions or concerns. I look forward to working with you!

Because it will assist you in becoming an effective mental health counselor, you should become aware of your personal issues and bias. Awareness is key to developing insight and reflecting on your own experiences. Professional counseling service may help you to address your personal issues during your graduate program.

• **The Grid - Goals & Objectives from the University**

Master degree requirement	Competency objectives CACREP Standards	MSC 517 (Techniques of Counseling: Behavioral/course objectives	Assessment / Measurements
Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases & to reflect on these applications	Theories and models of counseling (S2.F.5.a) (S2.F.5.f) (S2.F.5.g)	1.Understanding and articulating stages of interviewing and counseling session, with assessment throughout all course activities (S2.F.5.a), (S2.F.5.f), (S2.F.5.g)	Oral PP Presentation about basic mental health counseling skills for a specific client Couns. Session Pap.
	A systems approach to conceptualizing clients (S2.F.5.b) (S2.F.5.a) (S2.F.5.c) (S2.F.5.h) (S2.F.5.i) (S2.F.5.j) (S2.F.5.l)	2.Demonstrating knowledge and proficiency in developing therapeutic relationship, as assessed by evaluation of all written materials, self-rating, and client feedback (S2.F.5.a), (S2.F.5.b), (S2.F.5.c), (S2.F.5.h), (S2.F.5.i), (S2.F.5.j), (S2.F.5.l)	Oral PP Presentation about basic mental health counseling skills for a specific client Skills Analys. Paper Couns. Session Pap. Video Presentations
Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study	(S2.F.5.a) (S2.F.5.b) (S2.F.5.c) (S2.F.5.i) (S2.F.5.l) Developmentally relevant counseling treatment or intervention plans (S2.F.5.h)	3.Developing and demonstrating the counseling skills that will allow for efficient interview and counseling sessions, as assessed by evaluation of videotapes and class performance (S2.F.5.a), (S2.F.5.b), (S2.F.5.c), (S2.F.5.h), (S2.F.5.i), (S2.F.5.j), (S2.F.5.l)	Oral PP Presentation about basic mental health counseling skills for a specific client Skills Analysis Paper Couns. Session Pap. Video Presentations Class Participation
	Theories, models, and strategies for understanding and practicing consultation (S2F.5.c)	4.Developing, articulating, and demonstrating your own personal counseling style in oral and written formats (S2.F.5.a) (S2.F.5.f) (S2.F.5.n)	Oral PP Presentation about basic mental health counseling skills for a specific client Skills Analys. Papers
	Essential interviewing, counseling, and case conceptualization skills (S2.F.5.g)	1.Understanding and articulating stages of interviewing and counseling session, with assessment throughout all course activities (S2.F.5.a), (S2.F.5.f), (S2.F.5.g)	Oral PP Presentation about basic mental health counseling skills for a specific client Video Presentations
	Development of measurable outcomes for clients (S2.F.5.i) Evidence-based counseling strategies & techniques f. prevention & intervention (S2.F.5.j)	2.Demonstrating knowledge and proficiency in developing therapeutic relationship, as assessed by evaluation of all written materials, self-rating, and client feedback (S2.F.5.a), (S2.F.5.b), (S2.F.5.c), (S2.F.5.h), (S2.F.5.i), (S2.F.5.j), (S2.F.5.l)	Oral PP Presentation about basic mental health counseling skills for a specific client. Skills Analys. Papers Video Presentations Class Participation
	(S2.F.5.a) (S2.F.5.f) Processes for aiding students in developing a personal model of counseling (S2.F.5.n)	4.Developing, articulating, and demonstrating your own personal counseling style in oral and written formats (S2.F.5.a) (S2.F.5.f) (S2.F.5.n)	Oral PP Presentation about basic mental health counseling skills for a specific client Skills Analys. Papers
Reflective Scholarship: Understand the major theoretical perspectives within their field of study	Strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)	5. Identifying strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)	Oral PP Presentation about basic mental health counseling skills for a specific client Couns. Session Pap.
	Suicide prevention models and strategies (S2.F.5.l)	3.Developing and demonstrating the counseling skills that will allow for efficient interview and counseling sessions, as assessed by evaluation of videotapes & class performance S2.F.5.l)	Oral Presentation about basic mental health counseling skills for a specific client Couns. Session Pap.

SUPERVISOR OR PEER RATING FORM OF BASIC COUNSELING SKILLS

Date: _____ Name of Counselor: _____ Name of Observer: _____

Instructions: A supervisor or peer should evaluate the counselor during the counseling session.

Please note that probably not all of the skills listed will be used at this point.

Example:	Used skill?	Inappropriately			Appropriately	
Attending	Y / N	1	2	3	4	5
Listening	Y / N	1	2	3	4	5
Restatement	Y / N	1	2	3	4	5
Summarization	Y / N	1	2	3	4	5
Open question	Y / N	1	2	3	4	5
Empathic understanding	Y / N	1	2	3	4	5
Reflection of feelings	Y / N	1	2	3	4	5
Approval/reassurance	Y / N	1	2	3	4	5
Closed question	Y / N	1	2	3	4	5
Silence	Y / N	1	2	3	4	5
Challenge	Y / N	1	2	3	4	5
Interpretation	Y / N	1	2	3	4	5
Self-disclosure	Y / N	1	2	3	4	5
Immediacy	Y / N	1	2	3	4	5
Information	Y / N	1	2	3	4	5
Direct guidance	Y / N	1	2	3	4	5

Strengths of helper (list at least two):

1. _____

2. _____

Areas needing improvement (list at least two):

1. _____

2. _____

Comments:

TENTATIVE COURSE SCHEDULE

Date	Readings	TOPICS	CACREP Standard
WEEK 1 Aug 28-Sep 03	Chapter 1-7 Counselor Primer	Processes, Phases, and Procedure Stages of interviewing and counseling session	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 2 Sep 04-Sep 10	Part III Ch. 16-20 Counselor Primer	Read Basic Counseling Skills (Part III – Chapter 16 – 20) Role Plays over the next 5 weeks – each 15min 3 students (Counselor-Client-Observer)	(S2.F.5.a.) (S2.F.5.b.) (S2.F.5.c.) (S2.F.5.h.) (S2.F.5.i.) (S2.F.5.j.) (S2.F.5.l.)
Sep 07- Thu	6-7pm MT	Moodle Collaborate Class Meeting	
WEEK 3 Sep 11-Sep 17	Section 1 45 Counseling Skills Role Play Couns. Primer 16)	Techniques – Solution Focused Counseling Basic Attending Skills	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
WEEK 4 Sep 18-Sep 24	Section 2 45 Counseling Skills Role Play Couns. Primer 17)	Techniques – Adlerian & Psychodynamic Appr. Basic Responding Skills	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
Sep 24	Due 09/24	Basic Counseling Skills Analysis Paper (10%)	(S2.F.5.a.) (S2.F.5.b.) (S2.F.5.c, h, i, j, l)
WEEK 5 Sep 25-Oct 01	Section 3 45 Counseling Skills Role Play Couns. Primer 18)	Techniques – Gestalt- and Psychodrama Appr. Questioning Skills and Systematic Inquiry	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
WEEK 6 Oct 02-Oct 08	Section 4&5 45 Counseling Skills Role Play Couns. Primer 19)	Techniques – Mindfulness Approaches Techniques – Humanistic & Phenomenol. Appr. Affect and Empathic Understanding Skills	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
WEEK 7 Oct 09 –Oct 15	Section 6+7 45 Counseling Skills Role Play Couns. Primer 20)	Techniques – Cognitive Behavioral Approaches Responding to Thoughts and Behaviors	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
WEEK 8 Oct 16 –Oct 22	Section 8+9 45 Counseling Skills	Techniques – Social Learning Approaches Techniques – Behavioral Approach. Pos. Reinf.	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
WEEK 9	Oct 23-29	FALL BREAK	
October	Due 10/29 Due 10/29	Basic Counseling Skills – Videotape (20%) Please submit on UP One Drive PP Presentations – Counseling Session Submission on Moodle / UP One Drive required	(S2.F.5.a.) (S2.F.5.b.) (S2.F.5.c.) (S2.F.5.h.) (S2.F.5.i.) (S2.F.5.j.) (S2.F.5.l.)
WEEK 10 Oct 30–Nov05	BLOCK	Block (November 03 and November 04)	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
CLASS meets 9am-5pm	Friday Nov 03	Role playing – Sections 4, 5, 6 Techniques Evaluation of videotapes and class performance	CLASS meets 9am-5pm
CLASS meets 9am-5pm	Saturday Nov 04	Role playing – Sections 7, 8, 9 Techniques	CLASS meets 9am-5pm
WEEK 11 Nov 06–Nov12	Section 10 45 Counseling Skills	Techniques – Behavioral Approaches using Punishment	(S2.F.5.a) (S2.F.5.b) (S2.F.5.j) (S2.F.5.n)
WEEK 12 Nov 13–Nov19	Due 11/19	Working on Counseling Session Paper Counseling Skills – Counseling Session Paper (20%)	(S2.F.5.a.) (S2.F.5.b.) (S2.F.5.c.) (S2.F.5.h.) (S2.F.5.i, j, l)
WEEK 13 Nov 20–Nov26	Section 11 45 Counseling Skills	Techniques Not Better Categorized	(S2.F.5.l)
Nov 22 – 24		Thanksgiving – Campus Closed	
WEEK 14 Nov 27–Dec03	Moodle Posting	Suicide Prevention Models & Strategies	(S2.F.5.l)
WEEK 15 Dec 04-Dec10	Moodle Posting	Suicide Prevention Models & Strategies	(S2.F.5.l)
WEEK 16 Dec 11-Dec15		Finals Week	

