



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College
Department of Counseling and Human Services

COUN 5555
Counseling Process and Skills
Section 940
Fall 2020

Syllabus

Contact Information

Instructor: Mickey E. White, PhD, NCC, BC-TMH

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Phone: (423) 439-7425

Office: Warf-Pickel 426

Instructor Availability

Office Hours: by appointment via Zoom. Please contact me for availability.

Please note: if you have specific concerns I request that you make an appointment or advise me of your desire to meet so that I can review any necessary items and best prepare to meet your needs.

I prefer to be contacted by email, and it is the best way to receive a timely response from me. My typical response time is within 2 business days during the week. If you have not heard from me in that time, please feel free to send me a follow-up email. I do not regularly check email over the weekend or in the evenings, so responses may take longer in those instances. Please feel free to contact me with questions.

Meetings and Location

Classroom: Synchronous online via Zoom (see D2L for Zoom link)

Class Meeting Schedule: Thursdays 11:00 am – 1:50 pm

Course Information

Credit Hours

3 credit hours

Course Description and Purpose

This course is designed for the examination of the philosophic bases of counseling and the therapeutic relationship focusing on the foundational aspects necessary for working with individuals, couples, groups, and families within a counseling process from initial meeting to termination. Attention is given to counselor presence, professionalism, awareness, the understanding and use of self in counseling, client relationships, and working within the change process.

Course Goals

The purpose of this course is to provide candidates with an understanding of and experience with the fundamental process and skills of counseling with a focus on counseling presence, the use of self in counseling, and the development of a process orientation to facilitating change.

Course Objectives

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (2016) Standards

The following table contains course objectives, methods of assessment, and applicable CACREP Standards.

| <i>Professional Counseling Orientation and Ethical Practice</i> | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i> |
|---|------------------------|---|
| 1. self-care strategies appropriate to the counselor role | 2.F.1.1 | Initial and Final self-assessment paper |
| <i>Social and Cultural Diversity</i> | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i> |
| 1. multicultural counseling competencies | 2.F.2.c | Week 7 lecture and discussion; Reflection journals; Broaching skill evaluation |
| 2. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others | 2.F.2.d. | Week 7 lecture and discussion; Broaching skill evaluation |
| 3. the effects of power and privilege for counselors and clients | 2.F.2.e. | Week 7 lecture; Broaching skill evaluation |
| <i>Counseling and Helping Relationships</i> | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i> |
| 1. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | 2.F.5.d | Week 3, 5, 6, & 7 lectures and discussion; Reflection journals; Peer session recordings and critiques |
| 2. counselor characteristics and behaviors that influence the counseling process | 2.F.5.f | Week 2 lecture and discussion; Reflection journals; Peer session recordings and critiques; Final self-assessment paper |

| | | |
|---|------------------------|--|
| 3. essential interviewing, counseling, and case conceptualization skills | 2.F.5.g | Week 3, 5, 6, & 7 lectures and discussion; Peer session recordings; Final self-assessment paper |
| 4. development of measurable outcomes for clients | 2.F.5.i | Week 9 and 11 lectures and discussions |
| 5. evidence-based counseling strategies and techniques for prevention and intervention | 2.F.5.j | Week 9, 11, 13, & 14 lectures and discussions |
| <i>Research and Program Evaluation</i> | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i> |
| 1. evaluation of counseling interventions and programs | 2.F.8.e | Week 8 and 12 lectures and discussions |
| <i>Clinical Mental Health Counseling</i> | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i> |
| 1. techniques and interventions for prevention and treatment of a broad range of mental health issues | <i>CMHC C.3.b</i> | Week 9, 11, & 13 lectures and discussions; Final self-assessment paper |

Note: Bold indicates key assignments.

Major Topics

The philosophical basis of the helping relationship; the definition and goals of counseling (e.g., mental health, wellness, prevention, change, transition, and pathology); counselor and client characteristics and behaviors that influence the helping process; understanding individuals and systems, social justice, and social action as part of counseling; working with transitions, facilitating change and transformations; an introduction to mindfulness, presence, and the consideration of emotional experience within the counseling relationship (for both the client and counselor); essential interviewing and counseling skills; a consideration of uses of self in the development of practice and in responding to clients; stages of and processes of counseling; ethical counseling practice; self-care strategies appropriate to the counselor role; and integration of self, client, and process.

Methods of Instruction:

Small and large group discussion, experiential activities, presentations, audio/visual assignments, assigned readings, and lecture will be used in our exploration of this topic.

Course Requirements

Textbooks and Readings

Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques* (5th ed.). Pearson

Prentice Hall: Upper Saddle River, NJ.

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.

Additional readings as assigned in D2L.

Technical Requirements

This course requires reliable access to the internet and a webcam-enabled device such as a tablet, laptop, or desktop computer in order to participate in portions of the course on D2L, accessing lecture during class time via Zoom, and to access the ETSU library to retrieve any additional assigned readings. You may also need access to a pdf viewer. You will need to use the camera on your internet-enabled tablet, laptop, or desktop computer to record sessions and you will need access to this device in a secure location where confidentiality will be preserved in order to conduct and review your sessions. Please do not leave assignments until the last minute, as technology issues are not an excuse for not turning in material on time.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

You are expected to check and use your ETSU email address for communication regarding this course. Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed.

Attendance and Participation

Attendance impacts both individual learning and class process. Students are expected to complete all assigned readings prior to class. Preparation, participation, and attendance demonstrate professionalism. Additionally, communication with your instructor about these issues demonstrates professionalism. You are expected to communicate with me about attendance issues (prior to class unless in the case of an emergency). If you are more than 15 minutes late to class, it will be counted as absent. Students who are consistently late/leave early will incur an absence once 30 minutes has accrued. Please be mindful of the fact that being late affects your ability to participate and may also affect this portion of your grade. Realizing that some class absences may be unavoidable due to sickness, family responsibilities, or professional obligation students are allowed one class absence. After that, course grades will be reduced by 10% for each additional absence. In certain rare cases, alternative assignments may be available if absences are unavoidable. This is at the discretion of the instructor and partially based on the student's current standing in the course. Students at risk of missing more than 2 classes need to meet with the instructor. Additionally, you may be requested to meet with the instructor. These face-to-face meetings are at the discretion of the instructor and may be available remotely. Failure to complete these requirements will result in loss of attendance and participation points.

Specific to online synchronous courses: During class time, you are expected to keep your camera turned on and to maintain professionalism during class time (i.e., not attending class from bed or underneath blankets on the couch). If you turn off your camera for more

than 10 minutes during class time, the instructor reserves the right to remove you from the Zoom lecture and you will be responsible for logging back in and having attendance and participation points potentially docked. In case of technology failure or difficulty, please consult with the instructor as soon as possible. Please refrain from having other tabs open during class unless indicated by the instructor.

Course Style

This course will be presented as a “flipped” class. This means that the majority of reading, reflecting, and viewing of lecture material will be completed **outside** of class time. There are many advantages to this approach to class, not the least of which is that we have more time to practice skills and complete interactive activities in the class. Given that counseling is a skillset and a practice-based profession, this is especially important. You may, at any point, be required to complete quizzes, reflections, or other assessments to demonstrate that you have done the required outside preparation.

Course Ground Rules

You are expected to conduct yourselves with a professional and respectful demeanor both in person and online. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.

- Email
 - Always include a subject line with the course number.
 - Always include a proper greeting and use proper grammar when composing an email.
 - Please include your name and the course number in the body or subject line of the email.
 - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Occasionally the use of emoticons may be appropriate.
 - Respect the privacy of other class members.
- Discussion groups
 - Review the discussion threads thoroughly before entering the discussion.
 - Try to maintain threads by using the "Reply" button rather than starting a new topic.
 - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
 - Be patient and read the comments of other group members thoroughly before entering your remarks.
 - Be positive and constructive in group discussions.
 - Respond in a thoughtful and timely manner.
- Additional resources
 - [Netiquette](#)

- [UFL Netiquette Guide](#)

Confidentiality and Respectful Dialogue

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Calling In: <http://everydayfeminism.com/2015/01/guide-to-calling-in/>

Other Course Policies

Cellular phones and other communication devices should be turned off/to silent during class. Please note that vibrate settings are often as loud and disruptive as the ringer. If you have a need to have your phone available during class, you are required to speak to the instructor in advance. Additionally, although this course is conducted online, the use of computers, iPads, and other tablet computers are permitted only for purposes that contribute to class (e.g., notetaking or finding information relevant to class discussion). They should not be used for other purposes (e.g., web browsing, checking email, social media). Doing so will result in a loss of participation points. Repeated abuse of this policy will result in a conference with the instructor.

Course Assignments

Assignments should be submitted via D2L using the Dropbox function. Key Assignments should also be submitted using [Tevera](#). You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes any discussion board posts.

Writing Style

Written assignments are to meet the style guidelines set forth by the *Publication Manual of the American Psychological Association* (7th ed.). All written assignments are preferred double spaced, 12-point Times New Roman font, and have one-inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You **may** be given the opportunity to revise and resubmit the assignment to receive half of the deducted points if you make and show proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

Assignments

Initial Self-Assessment Paper (100 points)

Students have an opportunity to explore their perceptions, values, needs, and potential blind spots regarding counseling work with clients by writing a 4-6-page self-assessment paper. The self-assessment paper will be graded on depth and breadth of responses to the prompts below. The paper should represent graduate-level work (e.g., grammar, punctuation, spelling) and should also be double-spaced and written using a typeface of Times New Roman, 12-point font. Please see the *Publication Manual of the American Psychological Association, 7th edition* for additional assistance. The following headings are provided to help organize the content of the paper. Although headings and prompts are provided, please refrain from writing the paper in a Q and A format.

- Introduction
 - Please provide a brief introduction at the beginning of your paper.
- The Counselor as a Person and Professional (30 points)
 - Provide your rationale for choosing the counseling profession. What personal attributes might help you as a counseling professional? What areas might hinder you?
 - Explore the root of these personal attributes (those that you perceive will both help and hinder you). In what ways were these attributes shaped by your family, friends, culture, etc.?
 - Provide your personal description of wellness and discuss its relationship to counseling. What is the importance of wellness in your life as well as in the lives of your clients?
- Problems and Change
 - Discuss your thoughts and opinions about the development of problems for clients. What is a problem? How do you believe problems develop?

- Discuss your thoughts and opinions about the occurrence of change. How does change occur? What is required of clients and counselors for change to occur?
- Explore the root of your thoughts and opinions about problems and change. In what ways were these thoughts and opinions shaped by your family, friends, culture, etc.?
- Counseling Relationship
 - Discuss your thoughts and opinions about the development of the therapeutic relationship. What is required of clients and counselors for the development of an effective therapeutic relationship?
 - Discuss any experiences (positive, negative, and neutral) you've had with helping relationships. How might these experiences affect you as a counseling professional?
 - Please describe any experiences in which you have been exposed to people of different backgrounds and/or cultures. How did these experiences affect your worldview? How might these experiences affect you as a counseling professional?
- Conclusion
 - Please provide a brief conclusion at the end of your paper.

Peer Session Recordings, Session Notes, and Session Critiques (300 points)

Session Guidelines

Students will have an opportunity to record peer counseling sessions four times over the course of the semester. Your first and third recordings will be worth 50 points and your second and fourth will be worth 100, as they will require a more in-depth analysis. All sessions will be recorded using Zoom; your first and third sessions will be recorded during class time and your second and fourth will be recorded outside of class by coordinating with your triadic group peers. The final recording is an opportunity for students to demonstrate the full range of skills acquired during this class. Students are expected to review each of the four recordings in their entirety and make comments/request assistance from the instructor. Information about how to record and access recordings via Zoom will be discussed during class.

At the beginning of the semester, students will be randomly assigned as both a client and a counselor. These will be different people in each role but will remain consistent during all four counseling sessions. The length of each session will be 50 minutes, and it is the responsibility of the counselor to keep the time. *At the conclusion of each peer session, students are expected to complete the counselor session note and skills checklist (see course forms on D2L, worth 30 points) as they watch their recordings and reflect on their growing abilities as counselor trainees. Additionally, students are expected to complete the session form-client perspective (course forms on D2L, worth 5 points) to communicate their experiences as clients.* All forms are due by 5pm on the date indicated in the course schedule or at the meeting with the instructor if scheduled prior to class for the week. The session notes and critiques can be handwritten, provided they are legible and submitted via the

Dropbox in D2L. Guidelines for appropriate issues to discuss in sessions will be reviewed in class.

Guidelines for your role as counselor:

- Review informed consent during your first session.
- Do not stop recording in mid-session because you feel uncomfortable.
- Do not ask your client for feedback on your skills.
- Do not step out of your roles (e.g., talk about classes you share, assignments you have due)

Supervision

You are required to meet with the course instructor two times during the semester (after the 2nd and 4th sessions) to discuss your progress and skill development with regard to your work in your role of counselor (not about your role as client). These meetings are required to take place after your second session and at the end of the semester after the conclusion of your final session. All supervision sessions will last 15-30 minutes. You are expected to come prepared to hear feedback from the instructor, but also to provide your own thoughts and reflections about your skill development. Additional supervision sessions may be set up throughout the semester at the instructor's discretion or student's request. **The following guidelines apply for your second and fourth sessions, which will be reviewed during this time.**

1. You must select a sequential segment with at **least 10 minutes and at least 10** of your verbal responses included. (i.e., Your segment may be more than 10 minutes in order to include at least 10 responses.)
2. Minimal encouragers (e.g., hmm...) are **not** counted as a verbal response.
3. Begin and end the selection with statements from your client. They may be included or embedded within the larger response.
4. You will type a verbatim (this means EVERYTHING) transcript of this 10-minute section, including your responses and your client's responses. See format on D2L
5. As part of the analysis (see example in course forms on D2L) after each counselor response provide a self-assessment regarding the work. This is an opportunity for you to process what you were experiencing (thoughts, feelings, and actions) during the session. The following questions should be included in your self-assessment:
 - a. Did you respond to what your client said? If so, what kind of response was it (e.g., response to content, reflection of feeling, immediacy, question)?
 - b. Look at what the client talked about after your response. Did your response (if you thought it was a good response) get you where you wanted to go? If not, where did your response "take your client."
 - c. What would you change or not change about your responses/statements as the counselor in training? If you would change something, write out what it would be and why you think that change would be more effective.

As the semester progresses, it is expected that students will demonstrate an increasing capacity to be present with clients, work with the emotional processes of clients, apply basic counseling skills and techniques essential to the building and maintenance of the helping relationship, and facilitate transitions and the change process. Therefore, the peer

session recordings, session critiques, and counselor session notes will be graded on a student's ability to use counseling skills/techniques at a developmentally appropriate level, reflect on her/his strengths and areas for improvement, and demonstrate continued improvement over the semester. The client session notes will be graded for completion.

***Remember: There is no perfect counselor, and therefore there is no perfect counseling session! Take some risks; you'll learn more if you try what we discuss in class, come to supervision with an open mind, and allow yourself to be human (i.e., make mistakes).**

Grading

Session 1

- Recording and Developmental Skill Demonstration (15 points)
- Comments and Reviewing (20 points)
- Counselor Session Forms (10 points)
- Session Form-Client Perspective (5 points)

Session 2

- Recording and Developmental Skill Demonstration (25 points)
- Counselor Session Form (10 points)
- Session Form-Client Perspective (5 points)
- Skill Assessment and Analysis of Responses (60 points)

Session 3

- Recording and Developmental Skill Demonstration (20 points)
- Comments and Reviewing (15 points)
- Counselor Session Form (10 points)
- Session Form-Client Perspective (5 points)

Session 4

- Recording and Developmental Skill Demonstration (50 points)
- Counselor Session Form (10 points)
- Session Form-Client Perspective (5 points)
- Skill Assessment and Analysis of Responses (35 points)

Reflective Journal (80 points)

Students are expected to write weekly journal entries to process information provided during class and other activities and materials provided throughout the semester. The journals should be a representation of each student's personal experience in the class through the expression of her/his/their feelings, growing awareness, and thoughts about counseling skill development. The journal entries will be written weekly and submitted four times during the semester as indicated in the syllabus. Each entry should be a minimum of 1/2 page but no more than two pages in length. The journal submissions are worth 20 points each and will be graded on students' openness and willingness to self-explore. You are also welcome to incorporate creative journaling (e.g., artwork, poetry, collage). Students who choose to do so and turn this in should write a brief (1/2 page)

narrative describing the meaning of the creative journaling. Alternatively, a recording that addresses the significance of the work may be submitted. In this instance, grades will be as with the written journal and not on the perceived quality of the product created.

Key Assignment: Final Self-Assessment Paper (100 points)

After the final session, students will submit a final evaluation paper worth 100 points. Through this paper, students are expected to conceptualize their work with their client and communicate areas of growth and areas for continued improvement by addressing the bullets below. Students are strongly encouraged to review their weekly journal entries and the previous peer counseling session notes and critiques before writing the final evaluation paper. The final evaluation should be between 4-6 pages.

- Part One: Client Conceptualization
 - Consider the client's narrative over the previous four sessions. What were the key experiences, problems, and/or concerns discussed during counseling? How were these experiences, problems, and/or concerns prioritized? Describe relevant demographic, historical, cultural, and/or developmental information revealed in the sessions.
 - Consider the client's thoughts, feelings, and behaviors during the counseling sessions. How were these thoughts, feelings, and behaviors associated with the client's narrative? How, if at all, did they change?
 - Consider your personal reactions to the client and her/his story (i.e., physical, emotional, and cognitive reactions). How did your reactions affect the session and the therapeutic process overall (i.e., your motivation, therapeutic presence, and ability to facilitate change)? If you were to continue working with the client, how could you manage these reactions?
 - Consider the client's change process over the previous four sessions. Where is the client in the change process currently? How is this different from initial sessions? What did you do, as the counselor, to facilitate the change process? If you were to continue working with the client, how might you further facilitate the change process?
 - Consider your use of skills/techniques across the four sessions. With which skills/techniques do you feel most comfortable? With which skills/techniques do you feel the least comfortable, and what is your plan to become more comfortable?
- Part Two: Personal Reflection
 - Allow your thoughts to return to the first day of class. What did you *know* about being an effective counselor and facilitating the counseling process?
 - Allow your thoughts to return to the present. What did you *learn* about being an effective counselor and facilitating the counseling process? What is your take away from this experience?
 - Allow your thoughts to wander into the future. What do you *want to learn* about being an effective counselor and facilitating the counseling process? How might you take an active role in this learning process?

Participation (10 points)

This course requires active participation. You are expected to practice skills in class and participate in discussions.

Key Assignment: Broaching Skill Evaluation

Students will record a practice broaching culture during a recorded role-play session with a peer. Students are expected to address aspects of cultural identity often relevant to the counseling process (e.g., race, gender, age, class) and invite a discussion with the “client” regarding the impact of identity match or difference during counseling. The purpose of this assignment is to formally practice broaching skills and identify areas of growth to becoming a multiculturally competent and responsive counselor. Following the recorded session, students will write a brief 1-2 page reflection (APA style) answering the following questions:

1. What is the importance of broaching the topic(s) of culture during counseling?
2. What areas did you identify as areas of strength for broaching culture with clients?
3. What areas did you identify as areas of growth for broaching culture with clients?

The purpose of this assignment is to introduce, practice, and evaluate the development of cultural broaching during counseling, rather than evaluating learned skills and is graded as a completion assignment.

Submission Guidelines

Tevera

The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.

Testing Policy

This course does not contain any tests. However, reading quizzes may be introduced at the discretion of the instructor. These will take place in class, with only individual effort allowed.

Late and Missing Submission Policy

It is the student’s responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

Grading Policy

A = A grade of A is assigned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her

comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or professional in your field of study. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

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| Excellent (A) | Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other-exploration. |
| Acceptable (B) | Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive. |
| Unacceptable (C or lower) | Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/reviced. |

Grades are calculated on a point system.

| Assignment | Points |
|--|---------------|
| Participation in Class | 10 |
| Key Assignment: Broaching Skill Evaluation | 10 |
| Initial Self-Assessment | 100 |

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| Peer Session 1 | 50 |
| Peer Session 2 | 100 |
| Peer Session 3 | 50 |
| Peer Session 4 | 100 |
| Reflective Journal | 80 |
| Key Assignment: Final Self-Assessment | 100 |
| Total | 600 |

555-600=A
537-554=A-
525-536=B+
495-524=B
477-494=B-
465-476=C+
435-464=C
417-434=C-
416 and lower=F

Sample

Course Schedule*

| Week | Date | Topics | Readings and Assignments |
|------|--------------|--|--|
| 1 | August 27 | Introduction Syllabus review Assign counseling partners and groups Discuss peer counseling session guidelines | READINGS: Syllabus, <i>Counseling Today</i> article, and begin reading initial chapters DUE (8/27): Syllabus agreement |
| 2 | September 3 | Helping as a Personal Journey The Nuts and Bolts of Helping The Therapeutic Relationship In-class activities Syllabus Questions | READINGS: Young Chapters 1-3; Content on D2L DUE (9/3): Ethics Agreement and Informed Consent |
| 3 | September 10 | Invitational Skills Reflecting Skills: Paraphrasing In-class practice | READINGS: Young Chapters 4-5; Content on D2L DUE (9/10): Initial Self-Assessment |
| 4 | September 17 | CONDUCT FIRST PEER COUNSELING SESSION DURING CLASS TIME | READINGS: Content on D2L DUE (9/17): First Journal (3 entries) |
| 5 | September 24 | Reflecting Skills: Reflecting Feeling Microexpressions In-class practice | READINGS: Young Chapter 6; Content on D2L DUE (9/24): Session 1 Materials |
| 6 | October 1 | Reflecting Skills: Reflecting Meanings and Summarizing In-class practice Sign-up for feedback sessions (to occur the week of 10/12-10/16) by October 9 | READINGS: Young Chapter 7; Content on D2L *** Conduct second peer counseling session before class time next week (feedback will be given in individual 30-minute meetings on 10/11 or as scheduled with your instructor) |
| 7 | October 8 | Broaching and Multiculturalism in Counseling In class practice In class activity - Key Assignment: Broaching Skills Evaluation recording | READINGS: Content on D2L DUE (10/8): Session 2 Materials; Second Journal (3 entries) |

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| 8 | October 15 | Challenging Skills In class practice | READINGS: Young Chapter 8; Content on D2L Due (10/15): Broaching Skills Evaluation *Remember to submit on Tevera and D2L! |
| 9 | October 22 | Goal Setting Change Techniques In-class practice | READINGS: Young Chapters 10 & 11; Content on D2L |
| 10 | October 29 | CONDUCT THIRD PEER COUNSELING SESSION DURING CLASS TIME | READINGS: Catch up on anything you haven't watched or read already - look ahead! |
| 11 | November 5 | Assessment and Initial Interview Suicide Assessment In-class practice | READINGS: Young Chapter 9; Content on D2L DUE (11/5): Third Session Materials; Third Journal (4 entries) |
| 12 | November 12 | Evaluation and Termination In-class practice Sign up for supervision meetings (to occur the week of 11/30-12/4) by November 20 | READINGS: Young Chapter 12; Content on D2L *** Conduct fourth peer counseling session before class time next week |
| 13 | November 19 | Advanced Change Techniques Part I | READINGS: Young Chapter 13; Content on D2L DUE (11/19 in Tevera): Professional Development Form DUE (11/19): Fourth Session Materials; Fourth Journal |
| 14 | November 26 | NO CLASS - UNIVERSITY HOLIDAY | |
| 15 | December 3 | Advanced Change Techniques Part II Goals for Practicum Course Closing | READINGS: Young Chapter 14; Content on D2L |
| 16 | December 10 | NO CLASS MEETING - FINALS WEEK | DUE (12/10 by 5pm): Key Assignment: Final Self-Assessment *Remember to submit on Tevera and D2L! |

*Subject to change

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

Face-Covering Policy

Please wear a mask or other appropriate face covering when on campus. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. Students with medical conditions that inhibit their ability to wear masks should register through disability services. For more information, please review the [ETSU Face-Covering Policy](#).

Important Dates

Please refer to the [Academic Calendar](#) for specific drop/add, refund, and withdrawal dates.

Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

Campus Services and Resources

Bucky's Food Pantry

If you find it difficult to afford food, please consider visiting Bucky's Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at <http://www.etsu.edu/foodpantry/forms/request.aspx>. For additional questions about Bucky's Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center

This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.), please contact the ETSU Counseling Center at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of Nell Dossett Hall. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in

crisis outside of those hours, call (423) 439-4841 and press “2” to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

ETSU Office of Equity and Diversity

The OED website includes information about the Multicultural Center, Women’s Resource Center, SafeZone, and additional resource links. See:

<http://www.etsu.edu/equity/default.aspx>

ETSU Services Quick Links

Additional campus resources can be found at

<http://www.etsu.edu/etsuhome/services.aspx>

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