



Advanced Techniques in Counseling
COUN 5011
Spring 2024
Three Credit Hours

I. CONTACT INFORMATION

Instructor: Tonya Elliott PhD LMFT

Email Address: telliott@ulm.edu

Office Location: Virtual, via Zoom:

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

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

Course Description

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

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

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.

Class Policies and Procedures

Required Textbooks

Corey, G (2023) *Theory and Practice of Counseling and Psychotherapy: 11th edition*. Boston: Cengage Learning. ISBN: 978-0357764428

Or

Fall, K., Holden, J., & Marquis, A., (2023) *Theoretical Models of Counseling and Psychotherapy. 4th Edition*. Routledge, New York & London ISBN 978-1032038483

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.

Prerequisites

COUN 5005 Theories of Counseling
COUN 5010 Methods of Counseling

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.

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

- Practice and demonstrate advanced clinical techniques
- Conceptualize client cases within a theoretical framework
- Integrate and synthesize theoretical intention with foundational counseling skills
- Assess risk and navigate mandated reporting within the counseling relationship
- Identify unique considerations in telehealth

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 5.C. CMHC

Students will demonstrate content knowledge related to the Clinical Mental Health Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

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

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

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. and CMHC 5.C.

	Standards Core
case conceptualization skills using a variety of models and approaches	3.E.3
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13
development of measurable outcomes for clients	3.E.14
evidence-based counseling strategies and techniques for prevention and intervention	3.E.15
record-keeping and documentation skills	3.E.16
principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17
	CMHC
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5

Course Topics

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

Student Performance Evaluation: Criteria and Procedures

1. Discussion Boards (10%)

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

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

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

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

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

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

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

Students will be assigned to clinical rotation pairs to complete 10 minute recorded mock sessions at 4 times throughout the semester. Students will submit session recordings demonstrating their role as mock counselor and complete reflection questions/transcripts designed to evaluate their clinical skills. At sessions 1 and 4, students will complete the CCSR to assess their clinical competencies. Sessions will be reviewed and discussed in supervision groups. Full assignment instructions and rubrics will be posted in Moodle.

3. Synchronous Class Live Skills Participation (10%)

Scheduled Weeks 1, 3, 6, 9, 12, and 16

Students will attend an initial 2-hour orientation/skills review via Zoom on Monday January 22th from 7-9 am CST or 7pm-9pm CST. There will be 4 additional mandatory synchronous meetings in week

This grade is earned through active participation and engagement in our live classes, not attendance alone. You are expected to attend all synchronous classes. Due to the abbreviated nature of our live meetings, one absence from a live class/supervision will result in one full letter grade reduction and require the completion of an additional remediation assignment, and more than one absence from a live class supervision will result in a failing grade for this course. Students who arrive to a live class/supervision more than 10 minutes late or leave more than 10 minutes early will not receive attendance credit.

4. Theory Reading Reflections or Discussions (15%)

Due Sunday @ 11pm Week 13 (April 10th)

Students will select one foundational theory and two supplemental theories to read across the course of the semester as they work to integrate theoretical intentionality into their mock sessions. Students are welcome to select theories and/or texts outside the course text but must seek instructor approval. By Week 13, students will submit either a written reflection paper or participate in a recorded small group theoretical discussion reviewing significant learnings. Prompts for both written and discussion formats will be provided via Moodle.

5. Case Conceptualization (10%) (KPI)

Students will complete a case conceptualization of their mock client utilizing the format provided and reviewed in week 8. The conceptualization will support students in integrating their understanding of biopsychosocial elements of the client's experiences within a theoretical framework. This project will serve as the Key Performance Indicator for the CACREP Standards Core 3.E. Practice and Helping Relationships. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

6. Risk Assessment Assignment (10%)

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

7. CPCE Practice Exam (5%)

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

8. 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

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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.

9. **ACA Membership**

Students will purchase an ACA membership and receive the free malpractice insurance at the beginning of the semester in order to practice the mock sessions for the class.

Evaluation and Grade Assignment

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

Grades will be assigned as follows: ***

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0 %

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

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

Class Policies and Procedures

Required Textbooks

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- Self-selected theory text
- Corey, G (2023) *Theory and Practice of Counseling and Psychotherapy: 11th edition*. Boston: Cengage Learning. ISBN: 978-0357764428
- Note: There is a student manual version of this that includes online access to exercises through Cengage. These are not required but recommended.

Other Materials

- Zoom
- Moodle Required Readings and Videos

Professionalism:

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

Other Policies and Procedures

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

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

Academic Integrity: 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/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

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

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

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

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

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

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

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

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

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

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

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

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

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Voice phone : 318-342-5220

Fax: 318-342-5228

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

Mental Wellness on the ULM Campus:

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

The ULM Counseling Center: 318-342-5220

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

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

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

Sexual Harassment or Gender-Based Discrimination:

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

How to use Moodle:

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

Class Schedule

Week	Assigned Readings for the Week	CACREP	Assignments Due *** All Assignments due Sundays at 11:59 p.m.
Week One-January 16 th -21 st	Intro/CCSR/Basic Skills Review Live Zoom Session: Advanced Skills Large Class Orientation: Tuesday 7-9 am CST or 7pm-9pm CST via Zoom		Discussion 1 Supervision scheduling Week 1 Moodle Materials
Week Two- January 22 nd – 28 th	Intakes/Informed Consent/Telehealth Considerations		Discussion 2 Week 2 Moodle Materials
Week Three- January 29 th – February 4 th	Mandatory Live Zoom Session: Skills Practice : Tuesday 7-9 am CST or 7pm-9pm CST via Zoom		Theory selection -Choose 1 Primary and two supplemental. Week 3 Moodle Materials
Week Four- February 5 th – 11 th	Cultural Responsiveness and Broaching Week 4 Material Located in Canvas		Discussion 3 Week 4 Moodle Materials
Week Five- February 12- 18 th	Case Notes and Treatment Planning		Mock Session & Transcript 1 CCSR-Self Week 5 Moodle Materials
Week Six-February 19- 25	Group Supervision Live Skills Practice: Tuesday 7-9 am CST or 7pm-9pm CST via Zoom		Week 6 Moodle Materials
Week Seven- February 26 th March 3 rd	Theory/Evidence-Based Practices		Discussion 4 Week 7 Moodle Materials

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Week Eight-March 4 th - 10 th	Case Conceptualization	CACREP 3.E.15	Mock Session & Transcript 2 Week 8 Moodle Materials
Week Nine-March 11-17 th	Group Supervision Live Skills Practice		Week 9 Moodle Materials
Week Ten-March 18 th -24 th	Risk Assessment		Discussion 5 Week 10 Moodle Materials
Week Eleven- March 25 th -31 st	Reporting Abuse		Mock Session & Transcript 3 Week 11 Moodle Materials
Week Twelve-April 1 st -7 th	Spring Break		No Assignments this week
Week Thirteen- April 8 th -14 th	Group Supervision Live Skills Practice	CACREP 3.E.17	Risk Assessment Assignment Week 13 Moodle Materials
Week Fourteen- April 15 th -21 st	Treatment Summaries/ Termination		Theory Reading Reflections or Discussions Due Week 14 Moodle Materials
Week Fifteen- April 22 nd -28 th	Self-Evaluation Study for Practice Exam		Mock Session & Transcript 4 CCSR-Self Evaluation Week 15 Moodle Materials
Week Sixteen- April 19 th - May 5 th	Group Supervision Semester Reflections	CACREP 3.E.3, 3.E.13, 3.E.14, 3.E.15, 3.E.16	Case Conceptualization Discussion 6 Week 16 Moodle Materials
Week Seventeen May 6 th -12 th	Study for Practice Exam	CACREP 5.C.5	CPCE Practice Exam Week 1 Moodle Materials

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**KPI Assessment COUN 5011 Grading Rubric
This will be assessed in your Tevera account**

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

- 5 = Advanced: Skills and understanding evident at an exceptional level
- 4 = Proficient: Strong level of mastery of skills and understanding
- 3 = Basic: Understanding of concepts/skills evident
- 2 = Developing: In process of developing understanding of concepts and skills; growth needed
- 1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed
- NA: Not Applicable

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

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	
case conceptualization skills using a variety of models and approaches	3.E.3	
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13	
development of measurable outcomes for clients	3.E.14	
evidence-based counseling strategies and techniques for prevention and intervention	3.E.15	
record-keeping and documentation skills	3.E.16	
principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17	

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CMHC

techniques and interventions for prevention and treatment of a broad range
of mental health issues

5.C.5