



Lincoln Memorial University

HARROGATE, TENNESSEE

VALUES • EDUCATION • SERVICE

Course Number: CG 541
Course Title: Counseling Skills
Semester: Fall 2020

Course Section:

Meeting Time and Place:

Course Credit Hours: 3 semester hours credit

FACULTY CONTACT INFORMATION:

Instructor:

Phone:

Email:

Office Hours: Before and after class and by appointment

I. Course Description

Counseling candidates will attain knowledge and application of counseling techniques and helping skills with an emphasis on experiential learning and preparation for practicum. Course provides an understanding of the philosophic bases of the counseling processes. It focuses on the application of counseling theories and inculcation of core counseling micro-skills, emphasizing the analysis of solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills' training for parents in handling behavior disorders is also studied.

II. COURSE OBJECTIVES:

Carter & Moyers School of Education EPP Standards: EPPS7

State of Tennessee PreK – 12 Professional Counseling Standards

TN-LMUCG.I.C: The candidate will understand the philosophical basis underlying the helping process and facilitate student growth and development through both counseling and consultation

CACREP 2016 Standards

II.F.5 HELPING RELATIONSHIPS – studies that provide an understanding of all of the following:

- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills

II.F.7 ASSESSMENT AND TESTING

- b. methods of effectively preparing for and conducting initial assessment meetings

The candidates will:

- A. Demonstrate an understanding of the therapeutic relationship as necessary for producing change
- B. Demonstrate an understanding of the differences between helper and client that create challenges and barriers
- C. Demonstrate the ability to use basic helping skills, including nonverbal skills, opening skills, reflecting, and advanced reflecting skills
- D. Demonstrate the capacity to give feedback and how to confront inconsistencies in a client's story
- E. Demonstrate the ability to use basic assessment techniques to collect data and gain a clearer picture of the client and the client's problem
- F. Demonstrate knowledge of goals-setting skills focusing on the most important client issues
- G. Demonstrate the ability to use change techniques as interventions designed to produce action and push and influence the client to develop
- H. Demonstrate the ability to perform outcome evaluation and termination skills
- I. Demonstrate knowledge of "mega-skills": enhancing efficacy and self-esteem, practicing new behaviors, lowering or raising emotional arousal, activating expectations, motivation, and hope.

III. TEXTS/MATERIALS FOR THE COURSE

Young, M.E. (2016). *Learning the Art of Helping: Building Blocks and Techniques (6th ed.)*
Pearson: Upper Saddle River, New Jersey.

Additional Readings/Knowledge Base

Additional Articles and Resources as provided by Instructor.

Suggested Readings:

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Attendance: See the Graduate Catalog Master of Education Program. Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor's discretion, an additional major project may be assigned to make up for missed classes. (20 points)

Requirements (see Course Outline and Requirements section)

1. Homework assignments, Attendance, and Class Participation (25 points)

The homework assignments are extremely important in keeping me in touch with your progress. These assignments are intended to help you develop skills as a reflective practitioner. Timeliness and quality of homework completion will be assessed. Further details on these assignments are located in the Course Outline Section of the syllabus. Homework should be typed and a hard copy turned in to professor. Class attendance, homework assignments, and participation in discussions are expected of all class members, and will be considered as part of the grading process.

2. Midterm Exam (100 points) – **October 24, 2019**

Midterm will be given in class. Questions will be a mix of Objective Multiple Choice, Short Answer, and Case Study/Brief Essay. Guide will be provided prior to exam to assist students in preparation for exam.

3. Disposition Assessment by Professor (0 points) – **See Livetext**

Further details on this assignment will be discussed in class. Completion of dispositions self-assessment will be *submitted to Livetext*. Professor will also assess student dispositions.

4. Key Assignment -Role-Playing Activities (100 points) – **November 21, 2019**
Analysis submitted to Livetext. See the following guidelines and rubric at end of syllabus.

General Guidelines for Video Role Playing Activity

The following information should serve as a general guideline for the structure of your counseling session that will be interviewed. You should be familiar with the elements to be included in your session, so be sure to review these before class. We will be conducting videoing of counseling sessions during our last two classes.

Be sure to include in your counseling session:

I. An appropriate introduction

II. A clear discussion of confidentiality and other relevant ethical considerations.

Be **prepared to demonstrate** any of the following specific counseling skills covered in this class, including:

1. Invitational skills
2. The skills to address the needs of someone who is different
3. Reflecting Skills: Paraphrasing
4. Reflecting Skills: Reflecting Feelings
5. Reflecting Skills: Reflecting Meaning and Summarizing
6. Challenging
7. Goal-setting

The **counselees** should be genuine in the presentation of their “situation.” The **counselor** should demonstrate the above skills **when and if** the need is indicated by the course of your session with the counselee. For example, a counselor may not have a need to demonstrate challenging skills, if the counselee is demonstrating adequate insight and a willingness to change in a positive manner.

5. K 2 -Case Study (100 points) – **December 6, 2019**
Analysis submitted to Livetext. See following guidelines and rubric at end of syllabus.

6. Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

K1: Counseling session tape and analysis; K2: Case Study Analysis

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Grading System A candidate receives a grade for most registered coursework (except “Audit”). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of “C” or better is earned. Candidates who earn more than six (6) semester hours of “C” grades must appeal to the Dean of the School of Education to continue in the program.

Course Evaluation/Assessment

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

. Quality Points Grade Definition Per Semester Hour

A Superior 4.00 (Quality of work exceptional)

A- Excellent 3.67 (Quality of work above course expectation)

B+ Very Good 3.33 (Quality of work better than satisfactory)

B Good 3.00 (Quality of work satisfactory)

B- Average 2.67 (Quality of work meets min. requirements)

C+ Below average 2.33 (Quality of work less than satisfactory)

C Min. passing grade 2.00 (Unsatisfactory graduate-level work)

F Fail 0.00

I Incomplete; Work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Education.

V. **METHODS OF INSTRUCTION:**

Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning. Collaboration, practice counseling sessions, and guest lectures are also included.

VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

Technology

Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turnitin

Candidates will be required to submit some assignments to *Turnitin*, the computer program designed for checking literature duplication. Submitting additional course work to *Turnitin* is at the instructor's discretion. Instructions for using Turnitin can be found at http://www.turnitin.com/en_us/training/student-training

LiveText

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText is located online at <http://www.vialivetext.com> and can be purchased through the LMU Bookstore.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

Blackboard

Course syllabus and related reading material will be available on the Blackboard webpage.

VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

Week 1 –	<p>Discuss course requirements; Provide guidance with Information Literacy: Livetext; Blackboard; Library resources; LMU Pathway access</p> <p>Introduction and Role Play Activites</p> <p>Complete Handout 1.1 Confidentiality Agreement –SUBMIT TO INSTRUCTOR</p> <p>Handout: Empathic Understanding (Carkhuff)</p>
Week 2 –	<p>CarKhuff's model and Reflective listening - Activity</p> <p><u>Chapter 1- Helping as a Personal Journey</u></p>
Week 3	<p>Discuss Journal Homework Assignment</p> <p><u>Chapter 2 - The Therapeutic Relationship</u></p> <p><i>CACREP.2016.2.F.5.d ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</i></p>
Week 4 –	<p>Discuss homework journal assignment</p> <p><u>Chapter 3: Invitational Skills</u></p> <p><i>CACREP.2016.2.F.5.f counselor characteristics and behaviors that influence the counseling process</i></p>
Week 5 –	<p>Discuss homework journal assignment</p> <p><u>Chapter 4 – Reflecting Skills - Paraphrasing</u></p>
Week 6 –	<p>Discuss Homework</p> <p><u>Chapter 5 – Reflecting Skills – Reflecting Feelings</u></p>
Week 7 –	<p>Discuss Homework</p> <p><u>Chapter 6 – Advanced Reflecting Skills – Reflecting Meaning and Summarizing</u></p>
Week 8 –	<p>Discuss homework journal assignment</p> <p><u>Chapter 7- Challenging Skills</u></p>
Week 9 –	<p>Preparing for Initial Counseling Session</p> <p><u>Chapter 8 – Assessment and Goal Setting</u></p> <p><i>CACREP.2016.2.F.7.b Methods of effectively preparing for and conducting in assessment meetings</i></p>
Week 10 –	<p>In Class Mid-Term Assessment on Chapters 1-7</p> <p>Begin taping for final counseling skills tape with analysis</p>

	<u>Chapter 9 – Change Techniques – Part I</u>
Week 11-	Library Assignment, Catch-up Day
Week 12 –	<u>Review Mid-Term Assessment</u> Case Conceptualization & culturally informed counseling interventions Continue to tape for final counseling skills tape with analysis <u>Chapter 10 – Change Techniques – Part II</u> <i>CACREP.2016.2.F.5.g essential interviewing, counseling, and case conceptualization skills</i>
Week 13 –	Continue to tape for final counseling skills tape with analysis <u>Chapter 11 – Evaluation, Reflection and Termination</u> See Handout 12.2 to assist with your counseling skills tape analysis. Also check Livetext rubric to ensure all elements are analyzed.
Week 14 –	Case Study Analysis final exam distributed Final counseling skills tape with analysis – DUE TO LIVETEXT <u>Chapter 12 – Skills for Helping Someone Who is Different</u>
Week 15 –	Thanksgiving Holiday. Class Does not meet.
Week 16 –	Final Class Assignment - Case Analysis Due to Livetext Final Course Wrap Up and Activity on NOT GIVING ADVICE

VIII. HONORS CONTRACT ADDENDUM INFORMATION (NOT APPLICABLE):

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(S).]

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagged Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student’s responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties

- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an “excused absence” the opportunity to make up work missed without any reduction in the student’s final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University’s academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete’s responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date.

Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging

someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcome's assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER, STUDENTS should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings

are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XIV. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: <HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP>.

XV. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at hannah.wilson@lmunet.edu.

XVI. TurnItIn.com notification: Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS. [OPTIONAL SECTION/LANGUAGE.]

**CG 541 - Counseling Skills
Confidentiality Agreement**

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout this course, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to keep your fellow students' personal disclosures to yourself. You may describe the general the activities of the class to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

CLASS GUIDELINES

- Personal information shared in the class is the property of the class and is not to be taken outside of this context.
- You are free to participate or not, but others in the class are free to give you feedback either way.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Fully attend to the person sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not probe or ask a lot of questions, particularly when they serve you more than they will help the other person.
- Practice being "real" in the class.
- You get out of this class what you put into it.
- If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

I agree to the conditions stated above.

Student's signature

Date

**CG 541 - Counseling Skills
Confidentiality Agreement**

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout this course, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to keep your fellow students' personal disclosures to yourself. You may describe the general the activities of the class to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

CLASS GUIDELINES

- Personal information shared in the class is the property of the class and is not to be taken outside of this context.
- You are free to participate or not, but others in the class are free to give you feedback either way.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Fully attend to the person sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not probe or ask a lot of questions, particularly when they serve you more than they will help the other person.
- Practice being "real" in the class.
- You get out of this class what you put into it.
- If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

I agree to the conditions stated above.

Student's signature

Date

CG 541 – Key Assignment #1 - Counseling Skills Case Study Analyses

Purpose of counseling case study analysis

The purpose of this case study analysis is to provide evidence of counselor candidates' ability to critically analyze counselor skills through a sample case study format. Counselor candidate will complete a Final Exam consisting of a Case Study between client and counselor of diverse cultural backgrounds, in which the counselor-in-training is required to analyze transcript and then develop ethically sound and culturally sensitive counseling goals.

Assignment will assess the following CACREP standards:

II F.5 HELPING RELATIONSHIPS – studies that provide an understanding of all of the following:
g. essential interviewing, counseling, and case conceptualization skills

II F.5 HELPING RELATIONSHIPS – studies that provide an understanding of all of the following:
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

Assessment Rubric – CG 541- Key Assignment #1

	Above Sufficient (3 pts)	Sufficient 2 (2 pts)	Below Sufficient (1 pt)
<p>Demonstrate an understanding of the ethical and culturally relevant strategies for counseling relationships</p> <p>(50.000, 50%) CACREP-2016.2.F.5.d</p>	<p>Counselor candidates demonstrate an in-depth understanding of impactful uses of counseling microskills, and are able to logically predict the impact of using these typical approaches and implement ethical and culturally relevant strategies for establishing and maintaining counseling relationships with “clients” of varying personal values and world views.</p>	<p>Counselor candidates demonstrate an emerging understanding of typical uses of counseling microskills, and are able to use these approaches and implement ethical and culturally relevant strategies for establishing and maintaining counseling relationships with “clients” of varying personal values and world views.</p>	<p>Counselor candidates demonstrate vague or minimal understanding of typical uses of counseling microskills, and does not evidence an understanding of the importance of ethical and culturally relevant strategies for establishing and maintaining counseling relationships with “clients” of varying personal values and world views.</p>
<p>Demonstrate the ability to bring an integrative perspective analysis of diagnostic/assessment/underlying issues related to problems of parents and their children</p> <p>(50.000, 50%) CACREP-2016.2.F.5.g TN-LMU-IS.5 TN-LMUCG.I.C</p>	<p>Counselor candidates demonstrate the ability to employ essential interviewing, counseling, and case conceptualization skills when analyzing diagnostic/assessment/underlying issues related to problems affecting parents and their children, and demonstrate the ability to analyze goal statements as to appropriateness based on a variety of different individual and family factors, i.e., environmental, personal, cultural background, physical/mental ability, etc.</p>	<p>Counselor candidates demonstrate an emerging ability to employ essential interviewing, counseling, and case conceptualization skills when analyzing diagnostic/assessment/underlying issues related to problems affecting parents and their children, and demonstrate the ability to generate generalized goal statements, but these do not take into account all the complexities and contextual nature of the individual client and family system.</p>	<p>Counselor candidates demonstrate rudimentary essential interviewing, counseling, and case conceptualization skills regarding diagnostic/assessment/underlying issues related to problems affecting parents and their children, and create goals which are not individualized to client based on their unique worldview and background.</p>

CG 541 – Key assignment 2 - Video Role Playing Activity

The following information should serve as a general guideline for the structure of your counseling session that will be interviewed. You should be familiar with the elements to be included in your session, so be sure to review these before class. We will be conducting videoing of counseling sessions during our last two classes.

Be sure to include in your counseling session:

- I. An appropriate introduction for the initial session.
- II. A clear discussion of confidentiality and other relevant ethical considerations.

Be *prepared to demonstrate* any of the following specific counseling skills covered in this class, including:

- 8. Invitational skills
- 9. The skills to address the needs of someone who is different
- 10. Reflecting Skills: Paraphrasing
- 11. Reflecting Skills: Reflecting Feelings
- 12. Reflecting Skills: Reflecting Meaning and Summarizing
- 13. Challenging
- 14. Goal-setting

The *counselees* should be genuine in the presentation of their “situation.” The *counselor* should demonstrate the above skills *when and if* the need is indicated by the course of your session with the counselee. For example, a counselor may not have a need to demonstrate challenging skills, if the counselee is demonstrating adequate insight and a willingness to change in a positive manner.

CACREP Standards Addressed

II F.5 HELPING RELATIONSHIPS – studies that provide an understanding of all of the following:

- f. counselor characteristics and behaviors that influence the counseling process**

II F.7 ASSESSMENT AND TESTING:

- b. methods of effectively preparing for and conducting initial assessment meetings**

Role Play Analysis Rubric – CG 541 – Key assignment #2

	Above Sufficient (3 pts)	Sufficient (2 pts)	Below Sufficient (1 pt)
Understanding of therapeutic relationship & Methods for Conducting Initial Meetings (50.000, 50%) CACREP-2016.2.F.7.b TN-LMU-IS.5 TN-LMUCG.I.C	Counselor candidates demonstrate clear competency in engaging in the basic skills of counseling and conducting initial assessment meeting: discussing confidentiality and exclusions, initial disclosure, in-depth-exploration and building of rapport, and reflect on their use of these skills in session with insight and depth of exploration. Counselor candidates are able to communicate with clarity and insight in writing what occurs in	Counselor candidates demonstrate an emergent ability to engage in the basic skills of counseling and conduct initial assessment meeting: discussing confidentiality and exclusions, initial disclosure, in-depth-exploration and building of rapport, and are able to identify use of these skills in a role play session. Counselor candidate are able to communicate in writing what occurs in the skill building sessions with developing self-assessment analysis of counseling skills.	Counselor candidates fail to demonstrate an ability to engage in the basic skills of counseling and conduct initial assessment meeting. Candidates do not address confidentiality and its exclusions, and evidence lack of rapport building skills as the session progresses. Counselor candidates display surface level analysis of core skills. Counselor candidates are unable to accurately communicate in writing what occurs in the skill building

	Above Sufficient (3 pts)	Sufficient (2 pts)	Below Sufficient (1 pt)
	the skill building sessions, in the form of self-assessment analysis of counseling skills		counseling sessions.
Demonstrate ability to use basic helping skills (50.000, 50%) CACREP-2016.2.F.5.f	Counselor candidates evidence the ability to demonstrate, identify, and classify the microskills and counselor characteristics and behaviors that influence the counseling process and describe impact on “clients” in a role play analysis, evidencing such skills as open body posture, reflection of content, reflection of meaning and feelings, goal setting and challenging skills and described in-depth how each of these demonstrated skills impacts the client and overall counseling session.	Counselor candidates evidence the ability to demonstrate, identify, and classify the skills and counselor characteristics and behaviors that influence the counseling process and describe impact on “clients” in a role play analysis, evidencing such skills as open body posture, reflection of content, reflection of meaning and feelings, goal setting and challenging skills. Counselor candidates are able to identify the importance to session, and impact on client of each microskill, but miss the connection of skills through the nonjudgemental listening cycle, and session does not lead to resolution or new perspective of client presenting issue.	Counselor candidates fail to demonstrate, identify, and classify the skills and counselor characteristics and behaviors that influence the counseling process and describe impact on “clients” in a role play analysis. Role play session evidences colloquial responses to client presenting issues, and session evidences “roadblocks” to effective listening such as giving advice, parroting, or blaming. Counselor candidates do not evidence the ability to identify the basic microskills of counseling, and reflection on how counselor response impacts client’s understanding of his or her own problem is vague or absent.