

EDCEP 832 Counseling Techniques

Fall 2023

Kansas State University

General Information

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KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Course Description

Students will practice basic helping skills common to the counseling profession using live supervision and video tape/transcription. Additional skills developed include, problem conceptualization, goal setting, and selecting theoretically appropriate counseling interventions.

Prerequisite/Corequisite:

None

Required Reading Materials:

Guindon, M. H., & Lane, J. J. (Eds.). (2019). *A counseling primer: An orientation to the profession* (2nd ed.). Routledge.

Recommended Reading Materials:

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

ACA Code of Ethics (2014). <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA (2022). Ethical Standards for School Counselors

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Methods of Instruction

Based on constructivist and experiential teaching approaches, the following methods will be utilized throughout the semester: synchronous/asynchronous lecture, virtual/remote platforms, group discussion/experience, counseling techniques practice, case conceptualizations, video review/observations, and theoretical analysis while reviewing practice.

Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: “*a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.*”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

Course Guidelines

- **Communication**

The most efficient way to reach me is through EMAIL. Please allow *at least a 24-hour turn-around on all emails*, Sunday through Thursday. It usually will not take that long to respond, but due to other teaching and university-related duties, it is not always possible to respond to queries within a few minutes. Friday and Saturday are typically research/writing days and time for self-care, so emails on those days may take 48 hours before attended too.

- **Attendance and Participation**

This course is a skill development course. To advance your skills you will need to be present in class and complete the assignments that are designed for your growth as a professional. Any absences will need to be documented, email the instructor of the course as soon as possible. Participation is critical for your own self-awareness and growth as a professional in this field. If you find yourself not able to attend or participate in the class sessions, recordings, and/or group experiences, you will need to set up an appointment to process how you will address your development and progress in the program.

- **Deadlines and Late Work**

Assignments are due on the deadline date listed in the syllabus. Late assignments are NOT accepted.

- **Confidentiality**

While developing skills, there are times when confidentiality is imperative. This ability to state the confidentiality promise to clients/students and to abide by the ethical expectation is also a skill that needs to be developed. There will be an expectation that you will sign a confidentiality/ethical agreement before the class begins.

- **Video Recordings**

To develop self-awareness and to develop skills in this profession, recordings are utilized. You will also complete transcripts to be able to objectively view your progress. You will be

required to have equipment that will allow you to record and then upload recordings of your sessions to a OneDrive folder on Outlook for review by the instructor of the course.

Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP 2016 standards addressed within each objective. At the completion of this course, students will be able to:

Course Objective	CACREP Standard(s) Assessed
Establish and maintain an effective counseling relationship	CACREP 2.F.5.f,g,h,j
Apply ethical and legal standards of counseling	CACREP 2.F.1.i, 5. G.2.n
Develop counseling techniques when working with individual clients	CACREP 2.F.5.a, f, g,h,j

Counseling Program Key Performance Indicator(s)

KPI 2: Student is able to establish and maintain an effective counseling relationship

KPI 2 Assessment(s): [See Mid-term and Final Juries](#)

KPI 4: Student is able to apply ethical and legal standards of counseling

KPI 4 Assessment(s): [See Recordings/Transcripts](#)

Assignments

Your final grade is based on the total points that you earned throughout the semester. The various ways in which you earn points are listed below:

Activity	Description	Points
Recordings/Transcripts	Each student will turn in four ten-minute recordings with complete transcripts per assignment. Transcripts will include verbatim client comments and counselor responses, and analysis of techniques utilized and analysis of options you as the counselor might have done to further advance the counseling session. Each recording/transcript is worth 100 points.	400 points
Discussion Board	Each student will be assigned four different reflection questions to demonstrate personal awareness of counseling development during the course of the semester. Each student will post a response (15 pts.) and then an additional response (15 pts.) to at least one peer.	120 points
Chapter review	Each student will select one chapter of the text between Chaps 9 – 15, an area of interest. Read and review the chapter, submitting a 2-4 page paper, written in APA 7 th ed. style, instructions will be found on our Canvas page.	80 points
Reflection Paper	Each student will be guided weekly with journal questions to attend to during the semester. At the culmination of the semester a reflection paper will be turned in summarizing the journal entries and personal awareness and development of the student. Students	200 Points

	will pay particular attention to the professional skills they are developing and the personal insights they are gaining about the profession.	
Mid-Term & Final Jury	Each student will complete a mid-term and final jury during the course. The mid-term jury will be scheduled during the course, you must be in class at your assigned time to demonstrate your learned skill to this point. The final jury will be scheduled during the final exam week. The final jury will be your opportunity to demonstrate learned skills covered in class during the semester.	200 Points
TOTAL		1000 Points

The minimum number of points for each grade is listed below:

A= 900 points

B= 800 points

C= 700 points

F= less than 700 points

Rubric(s)

Recordings/Transcripts

	Possible Points	Below Average <i>Indicates a lack of any knowledge</i>	Average <i>Demonstrates recall of knowledge</i>	Above Average <i>Demonstration of synthesis of knowledge and skill</i>
Content • Transcript: accurate client and counselor comments	___/40	< 24	24-33	34-40
Content • Analysis of Techniques utilized • Including ethics	___/30	< 20	20-24	25-30
Content • Analysis of options to facilitate session	___/30	< 20	20-24	25-30
TOTAL	/100			

Reflection Paper

	Possible Points	Below Average <i>Indicates a lack of any knowledge</i>	Average <i>Demonstrates recall of knowledge</i>	Above Average <i>Demonstration of synthesis of knowledge and skill</i>
Content Writing Style, Format & Flow • Punctuation • Grammar • Spelling & word use, • Sentence/paragraph structure No more than 4 pages	___/60	< 40	40-48	49-60
Content • Outline of your experience from the start of your experience to the end	___/60	< 40	40-48	49-60

<ul style="list-style-type: none"> What you have learned Your expectations when working with a diverse client population, etc.				
Content Reflection Section <ul style="list-style-type: none"> Thoughtful reflection Content complete How you have grown	___/80	< 50	50-63	64-80
TOTAL	/200			

Jury Demonstration

Appropriate Skills Demonstrated	Possible Points <i>(pending midterm or final)</i>	Below Average <i>Indicates a lack of any knowledge</i>	Average <i>Demonstrates recall of knowledge</i>	Above Average <i>Demonstration of synthesis of knowledge and skill</i>
Content	___/20	< 12	12-15	16-20
<ul style="list-style-type: none"> Attending 				
Content	___/20	< 12	12-15	16-20
<ul style="list-style-type: none"> Paraphrasing 				
Content	___/20	< 12	12-15	16-20
<ul style="list-style-type: none"> Questioning 				
Content	___/20	< 11	11-15	16-20
<ul style="list-style-type: none"> Reflecting 				
Content	___/20	< 11	11-15	16-20
<ul style="list-style-type: none"> Summarizing 				
TOTAL	/100			

Schedule Overview

Please complete all assigned readings prior to the class date listed.

Tentative Schedule, subject to change

Date/Session	Readings / Class Prep	Topics Covered	Assignment(s) Due
Week 1 Aug 23 rd		Introduction, Syllabus Paperwork	<i>Journal Prompt</i>
Week 2	Read: Chapter 1: Introduction Chapter 3: What? Answers about the Meaning of Counseling, Its Past, Its Present, and the Future	Discovery	Baseline recordings Due Sunday 9/3 11:59PM <i>Journal Prompt</i>
Week 3 Sept 6 th	Read: Chapter 2: Who? Answers about Counselors & Clients	Attending Group processing Ice breakers	<i>Journal Prompt</i>
Week 4	Read Chapter 16, pgs. 259 - 272 Basic Attending Skills		First Discussion Board <i>Journal Prompt</i>
Week 5 Sept 20 th	Telemental Health Introduction	Role plays "Attending" "Parroting"	<i>Journal Prompt</i>
Week 6	Read: Chapter 17, pgs. 274 - 277 Basic Responding Skills		First recording/transcript Due Sunday 10/1 11:59PM <i>Journal Prompt</i>
Week 7 Oct 4 th	Read: Chapter 17, pgs. 277 - 280 Basic Responding Skills	Role plays	

		Minimal encouragers “Paraphrasing”	<i>Journal Prompt</i>
Week 8	Read: Chaps 4 & 5 What?	Submit mid-term jury recording, Sunday 10/15 11:59PM	Second Discussion Board <i>Journal Prompt</i>
Week 9 Oct 18 th		Role plays “Paraphrasing”	<i>Journal Prompt</i>
Week 10	Select ONE chapter from 9 – 15, read and submit review (see Canvas page for instructions)		Second recording/transcript Due Sunday 10/29 11:59PM <i>Journal Prompt</i>
Week 11 Nov 1 st		Role plays “Paraphrasing”	<i>Chapter review Due Sunday Nov 5th, 11:59PM</i> <i>Journal Prompt</i>
Week 12	Read: Chapter 19 Affect and Empathic Understanding Skills, pgs. 302 - 305		Third Discussion Board <i>Journal Prompt</i>
Week 13 Nov 15 th	Read: Chapter 18, pgs. 286 - 290 Questioning Skills & Systematic Inquiry	Role plays “Questioning”	<i>Journal Prompt</i>
Week 14	Thanksgiving break	Thanksgiving break	Thanksgiving break
Week 15 Nov 29 th	Read: Chapter 17, pgs. 280 - 284 Basic Responding Skills	Role plays “Reflecting” “Summarizing”	Third (& final) recording/transcript Due Sunday 12/3 11:59PM <i>Journal Prompt</i>
Week 16 Dec 6 th	Read: Chaps 6, 7, & 8 When & Why?	Submit final jury recording, Sunday Dec 10th 11:59PM	<i>Journal Prompt</i>
Week 17 Dec 13 th		Final Zoom meeting “termination”	Fourth (final) Discussion Board Final reflection paper By end of class Dec 13th 11:59PM

Kansas State University Information

Statement Regarding [Academic Honesty](#)

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Statement Regarding [Students with Disabilities](#)

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Statement Defining Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability,

socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse.

If you are struggling with these issues, do not wait to seek assistance.

Language for Kansas State Manhattan Campus:

Kansas State University [Counseling and Psychological Services](#) offers free and confidential services to assist you to meet these challenges.

[Lafene Health Center](#) has specialized nurse practitioners to assist with mental health.

The [Office of Student Life](#) can direct you to additional resources.

[K-State Family Center](#) offers individual, couple, and family counseling services on a sliding fee scale.

[Center for Advocacy, Response, and Education \(CARE\)](#) provides free and confidential assistance for those in our K-State community who have been victimized by violence.

Language for Kansas State Salina Campus:

The Kansas State Salina Counseling Services offers free and confidential services to assist you to meet these challenges.

The Kansas State Salina Office of Student Life can direct you to additional resources.

[The Kansas State Salina Campus](#) offers several services for students, including health services, counseling, and academic assistance.

Language for Global Campus/K-State Online students:

K-State Online students have free access to mental health counseling with [My SSP](#) - 24/7 support via chat and phone.

The [Office of Student Life](#) can direct you to additional resources.

Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.