

Benchmark Syllabus Assignment

**Benchmark Syllabus Assignment**

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Counselor Education and Supervision, Liberty University

COUC747 Instruction in Counselor Education

## Benchmark Syllabus Assignment

### BENCHMARK SYLLABUS ASSIGNMENT

Liberty University COUC505

Course Title: Counseling Techniques and the Helping Relationship

Faculty Member: Jeremy Gillentine MSc, ALC

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Email: [jgillentine@liberty.edu](mailto:jgillentine@liberty.edu)

Availability: By Appointment Only VIA Zoom (email to schedule)

#### **I. Course Description:**

This course will help you become more familiar with counseling theories and techniques.

You will demonstrate a basic understanding of techniques through completion of course assignments. The skills demonstrated in this course are those that will guide your work and relationship with your clients.

#### **II. Rationale**

This course meets the requirement of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), through a knowledge of theory and technique, and building towards a personal philosophy of counseling (Standard 2.F.5.--Counseling and Helping Relationship). This course will help the student to consider some of the theories available and begin to draw out characteristics of each that align with the student's personality, as well as consider which theories align best with various client types and diagnoses. This is a critical course in the foundational work for each student as they progress towards being a counselor.

#### **Method of Instruction:**

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This class will meet 30 minutes each week (Mondays at 6:00 PM Eastern) via Zoom for a synchronous teaching component with the majority of the student's work being asynchronous to prepare for each class meeting.

III. **Prerequisites**--(COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501)

## IV. Course Resources

a. Required text:

1. Chen, M., & Giblin, N. J. (2018; 2017;). Giblin N. J. (Ed.), Individual counseling and therapy: Skills and techniques (Third;3rd; ed.). Routledge.

<https://doi.org/10.4324/9781315197654>

2. 2016 CACREP Standards

<http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

b. **Required Equipment:**

1. Computer with capabilities for Zoom Video Conferencing
2. Stable Internet Connection
3. Computer capable or accessing Canvas (Liberty's Course Work Platform)

<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/ta-p/66>

4. Current Version of Microsoft Office (Available through Liberty in some cases)

V. **Measurable Learning Outcomes:**

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This course is designed to meet the standards put forth in the CACREP standards.

Students who successfully complete this course will be equipped with the essential skills to move forward towards licensure in the field of counseling.

| CACREP STANDARD   | COURSE APPLICATION   |
|---|--|
| Section 2: Professional Counseling Identity   |  |
| 2.F.2. Social and Cultural Diversity  |  |
| 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others | Synchronous Online Class Sessions, Readings (Ch 2,3,4,5,6,9,10,12,13), Blog Posts and Responses, Counseling Techniques Paper |
| 2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews   | Synchronous Online Class Sessions, Readings (Ch 2,3,4,5,6,9,10,13), Blog Posts and Responses, Counseling Techniques Paper    |
| 2.F.3. Human Growth and Development   |  |
| 2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior                 | Synchronous Online Class Sessions, Readings (Ch 1,2), Blog Posts and Responses, Counseling Techniques Paper                  |
| 2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior                                  | Synchronous Online Class Sessions, Readings (Ch 1,2,3,5,6,9,10,12,13), Blog Posts and Responses, Counseling Techniques Paper |
| 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | Synchronous Online Class Sessions, Readings (Ch 1,3,4,8,10,13), Blog Posts and Responses, Counseling Techniques Paper        |
| 2.F.5. Counseling and Helping Relationship  |  |
| 2.F.5.a. theories and models of counseling  | Synchronous Online Class Sessions, Readings (Ch 1,10,11), Blog Posts and Responses, Counseling Techniques Paper              |

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|  |   |
|--|---|
| 2.F.5.c. theories, models, and strategies for understanding and practicing consultation  | Synchronous Online Class Sessions, Readings (Ch 1,3,4,6,8,12,13), Blog Posts and Responses, Counseling Techniques Paper       |
| 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | Synchronous Online Class Sessions, Readings (Ch 1,4,7,8,11,12,13,14), Blog Posts and Responses, Counseling Techniques Paper   |
| 2.F.5.f. counselor characteristics and behaviors that influence the counseling process   | Synchronous Online Class Sessions, Readings (Ch 1,3,4,7,8,11,12,13,14), Blog Posts and Responses, Counseling Techniques Paper |
| 2.F.5.h. developmentally relevant counseling treatment or intervention plans   | Synchronous Online Class Sessions, Readings (Ch 5,6,8,10,11,12,13), Blog Posts and Responses, Counseling Techniques Paper     |
| 2.F.5.i. development of measurable outcomes for clients  | Synchronous Online Class Sessions, Readings (Ch 5,6,8), Blog Posts and Responses, Counseling Techniques Paper                 |
| 2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention   | Synchronous Online Class Sessions, Readings (Ch 1,4,8,10,11,12,13), Blog Posts and Responses, Counseling Techniques Paper     |
| 2.F.5.f. processes for aiding students in developing a personal model of counseling  | Synchronous Online Class Sessions, Readings (Ch 1,3,11,13), Blog Posts and Responses, Counseling Techniques Paper             |

VI. **COURSE ASSIGNMENTS** (See Appendixes for details)

A. Syllabus Quiz (20 points): turn in prior to first class meeting on 8/26.

B. **Class Participation** is a major portion of your grade. Your participation grade will come from the following:

1. **Active Class Participation** (340 points 17 weeks at 20 points each):

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See Appendix A

Demonstrate clear evidence of having read the assigned material before we meet as a class (Class Zoom meeting time is 6:00 PM Eastern each Monday). There will be a 10 point deduction for each 10 minutes not in attendance and a zero after 20 minutes (class sessions will open 10 minutes prior to start time to work out potential connection issues—**Text me immediately once you become aware of a connection issue preventing your participation (334-657-6366)**).

2. **Active Blog Post and Response Participation** (340 points 17 weeks at 20 points each):

See Appendix B

Demonstrate having read the assigned material through an original posting of a two-paragraph (it may be up to four paragraphs) concise summary and responding to two fellow students with one paragraph each (It is okay to disagree remembering Liberty's code of conduct and Christian Worldview guidance). Responding to a response by a fellow student is optional but encouraged (It is supposed to be a discussion). You must submit your original post by Wednesday and respond to two classmates by Friday before the class meets on Monday (the first week is a freebie).

- C. **Counseling Techniques and the Helping Relationship Paper** (300 points):

See Appendix C

Due Monday of week 14 before class meets. Synthesize the information covered in this course in a 6-10 page paper, double spaced, Times New Romans (12 pt

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fount), following APA 7<sup>th</sup> addition format. You are required to have 10 peer reviewed sources (your textbook may count as one source but not required).

## VII. COURSE GRADING AND POLICIES

### A. Grades

|  |      |
|--|------|
| Syllabus Quiz  | 20   |
| Active Class Participation<br>(17 weeks at 20 points each)     | 340  |
| Active Blog Post and Responses<br>(17 weeks at 20 points each) | 340  |
| Counseling Techniques and the Helping<br>Relationship Paper    | 300  |
| Total  | 1000 |

### B. Scale

|          |         |         |         |         |         |
|----------|---------|---------|---------|---------|---------|
| A        | A-      | B+      | B       | B-      | C+      |
| 1000-940 | 939-920 | 919-900 | 899-860 | 859-840 | 839-820 |
| C        | C-      | D+      | D       | D-      | F       |
| 819-780  | 779-760 | 759-740 | 739-700 | 699-680 | 679-0   |

C. **Late Policy:** **Due dates are the due dates!** Any concerns regarding due dates must be clarified prior to the due date. If an emergency occurs (e.g. death in the family, significant personal health issues) and hinders submitting your work, please contact me directly and we will discuss a path forward. Any variances granted must be communicated in writing to be official. It is your responsibility to send the professor an email after any verbal communication requesting a written response.

## VIII. Other Policies

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### **Disability Assistance**

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>).

Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu).

To see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy, go to:

(<https://wiki.os.liberty.edu/display/IE/Liberty+University+Discrimination,+Harassment,+and+Sexual+Misconduct+Policy>) or the Student Disability Grievance Policy and Procedures (<https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf>).

### **Course Attendance**

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within

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the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy (<https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance>) can be found in the Academic Course Catalogs (<https://www.liberty.edu/academics/course-catalogs/>).

Regular attendance in online courses is expected throughout the length of the term.

Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non- Attendance) (<https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals>). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

### **Add/Drop Policy**

The full policy statement and procedures are published in the Policy Directory (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

### **Honor Code**

Liberty University comprises a network of students, alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth

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defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <https://www.liberty.edu/students/honor-code/> (<https://www.liberty.edu/students/honor-code/>).

### Course Calendar

| Week | Topics | Assignments |
|------|--------|-------------|
|------|--------|-------------|

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|           |  |  |
|-----------|--|--|
| 1<br>8/26 | <ul style="list-style-type: none"> <li>- Introduction to Counseling Techniques and the Helping Relationship</li> </ul>   | <ul style="list-style-type: none"> <li>- Have completed syllabus quiz prior to our first class meeting</li> <li>- Begin Reading (Notice: Your first blog post is due)</li> </ul> |
| 2<br>9/2  | <ul style="list-style-type: none"> <li>- Theoretical Framework</li> <li>- Solution Focused Brief Therapy</li> <li>- Cognitive Behavioral Therapy</li> <li>- Mindfulness</li> </ul>   | <ul style="list-style-type: none"> <li>- Chapter 1</li> <li>- Post a blog post and respond to 2 others prior to our second class session</li> </ul>                              |
| 3<br>9/9  | <ul style="list-style-type: none"> <li>- Common Therapeutic Factors</li> <li>- The client factor—the engine of change</li> <li>- The therapeutic relationship factor</li> <li>- The factors of hope and specific techniques</li> </ul> | <ul style="list-style-type: none"> <li>- Chapter 2</li> <li>- Post a blog post and respond to 2 others prior to our second class session</li> </ul>                              |
| 4<br>9/16 | <ul style="list-style-type: none"> <li>- The Journey Through the Jungle</li> <li>- Understanding the stages of change and the stages of counseling</li> <li>- Hone the skill of the therapeutic language</li> </ul>                    | <ul style="list-style-type: none"> <li>- Chapter 3</li> <li>- Post a blog post and respond to 2 others prior to our second class session</li> </ul>                              |

### Appendix A

#### Active Class Participation (340 points)

**Purpose:**

The purpose of Active Class Participation is to make clear the student has a clear understanding of the course content and to serve as evidence the student has acquired appropriate CARCREP standards as mentioned in the “Measurable Learning Outcomes” section of this document.

**Directions:**

Demonstrate clear evidence of having read the assigned material before we meet as a class (Class Zoom meeting time is 6:00 PM Eastern each Monday). There will be a 10 point deduction for

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each 10 minutes not in attendance and a zero after 20 minutes (class sessions will open 10

minutes prior to start time to work out potential connection issues—**Text me immediately once**

**you become aware of a connection issue preventing your participation (334-657-6366)).**

**Counseling Techniques and the Helping Relationship—Active Class Participation Grading****Rubric (340 points)****COUC505**

| Areas of Consideration   | Points Range<br>20 to 16<br>Exceptional | Points Range<br>15 to 11<br>Excepted  | Points Range<br>10 to 1<br>Deficient       | Points Range<br>0<br>Not Present | Late Penalty<br>-10 per 10<br>minutes | Points<br>20 ea.<br>Week<br>Total |
|--|---|---------------------------------------|--|----------------------------------|---------------------------------------|-----------------------------------|
| Week 1<br>Active Class<br>Participation<br>(Free Week)<br>8/26 | Attended,<br>active<br>participation    | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present                      | On Time or<br>Late                    | 20                                |
| Week 2<br>Active Class<br>Participation<br>9/2                 | Attended,<br>active<br>participation    | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present                      | On Time or<br>Late                    |                                   |
| Week 3<br>Active Class<br>Participation<br>9/9                 | Attended,<br>active<br>participation    | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present                      | On Time or<br>Late                    |                                   |
| Week 4<br>Active Class<br>Participation<br>9/16                | Attended,<br>active<br>participation    | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present                      | On Time or<br>Late                    |                                   |
| Week 5<br>Active Class<br>Participation<br>9/23                | Attended,<br>active<br>participation    | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present                      | On Time or<br>Late                    |                                   |

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|  |                                      |                                       |  |             |                    |    |
|--|--------------------------------------|---------------------------------------|--|-------------|--------------------|----|
| Week 6<br>Active Class<br>Participation<br>9/30                  | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 7<br>Active Class<br>Participation<br>10/7                  | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 8<br>Active Class<br>Participation<br>10/14                 | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 9<br>Active Class<br>Participation<br>10/21                 | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 10<br>Active Class<br>Participation<br>10/28                | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 11<br>Active Class<br>Participation<br>11/4                 | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 12<br>Active Class<br>Participation<br>11/11                | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 13<br>Active Class<br>Participation<br>11/18                | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late |    |
| Week 14<br>Active Class<br>Participation<br>(Free Week)<br>11/25 | Attended,<br>active<br>participation | Attended,<br>passive<br>participation | Attended,<br>little or no<br>participation | Not Present | On Time or<br>Late | 20 |

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|  |  |   |  |             |                    |    |
|--|--|---|--|-------------|--------------------|----|
| Week 15<br>Active Class<br>Participation<br>12/2                 | Attended,<br>active<br>participatio<br>n | Attended,<br>passive<br>participatio<br>n | Attended,<br>little or no<br>participatio<br>n | Not Present | On Time or<br>Late |    |
| Week 16<br>Active Class<br>Participation<br>12/9                 | Attended,<br>active<br>participatio<br>n | Attended,<br>passive<br>participatio<br>n | Attended,<br>little or no<br>participatio<br>n | Not Present | On Time or<br>Late |    |
| Week 17<br>Active Class<br>Participation<br>(Free Week)<br>12/16 | Attended,<br>active<br>participatio<br>n | Attended,<br>passive<br>participatio<br>n | Attended,<br>little or no<br>participatio<br>n | Not Present | On Time or<br>Late | 20 |
|  |  |   |  |             |                    |    |

**Appendix B****Active Blog Post and Response Participation (340 points)****Purpose:**

The purpose of Active Blog Post and Response Participation is to make clear the student has a clear understanding of the course content and to serve as evidence the student has acquired appropriate CARCREP standards as mentioned in the “Measurable Learning Outcomes” section of this document.

**Directions:**

Demonstrate having read the assigned material through original posting of a two-paragraph (it may be up to four paragraphs) summary and responding with one paragraph to two fellow students (It is okay to disagree remembering Liberty’s code of conduct and Christian Worldview guidance). Responding to a response by a fellow student is optional but encouraged (It is supposed to be a discussion). You must submit your original post by Wednesday and respond to two classmates by Friday before the class meets on Monday.

**Counseling Techniques and the Helping Relationship—Active Blog Post and Response Participation Grading Rubric (340 points)****COUC505**

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| Areas of Consideration                                      | Points Range<br>20 to 16<br>Exceptional  | Points Range<br>15 to 11<br>Excepted   | Points Range<br>10 to 1<br>Deficient   | Points Range<br>0<br>Not | Derogatory Posting<br>Penalty<br>-5 per occurrence | Points<br>20<br>ea.<br>Week |
|---|--|--|--|--------------------------|--|-----------------------------|
| Week 1<br>Active Class Participation<br>(Free Week)<br>8/26 | Demonstrated<br>Exceptionally clear understanding of the chapter's content through | Demonstrated<br>Acceptably clear understanding of the chapter's content through somewhat concise blog post and two | Demonstrated<br>Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses | Not Present              | Penalties<br>or no Penalties                       | 20                          |
| Week 2<br>Active Class Participation<br>9/2                 | Demonstrated<br>Exceptionally clear understanding of the chapter's content through | Demonstrated<br>Acceptably clear understanding of the chapter's content through somewhat concise blog post and two | Demonstrated<br>Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses | Not Present              | Penalties<br>or no Penalties                       |                             |
| Week 3<br>Active Class Participation<br>9/9                 | Demonstrated<br>Exceptionally clear understanding of the chapter's content through | Demonstrated<br>Acceptably clear understanding of the chapter's content through somewhat concise blog post and two | Demonstrated<br>Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses | Not Present              | Penalties<br>or no Penalties                       |                             |

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|   |   |   |  |                |                                 |  |
|---|---|---|--|----------------|---------------------------------|--|
| Week 4<br>Active Class<br>Participation<br>9/16 | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably<br>clear<br>understanding<br>of the<br>chapter's<br>content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and zero,<br>one, or two<br>responses | Not<br>Present | Penalties<br>or no<br>Penalties |  |
| Week 5<br>Active Class<br>Participation<br>9/23 | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably<br>clear<br>understanding<br>of the<br>chapter's<br>content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and zero,<br>one, or two<br>responses | Not<br>Present | Penalties<br>or no<br>Penalties |  |
| Week 6<br>Active Class<br>Participation<br>9/30 | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably<br>clear<br>understanding<br>of the<br>chapter's<br>content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and<br>zero, one, or two<br>responses | Not<br>Present | Penalties<br>or no<br>Penalties |  |
| Week 7<br>Active Class<br>Participation<br>10/7 | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably<br>clear<br>understanding<br>of the<br>chapter's<br>content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and<br>zero, one, or two<br>responses | Not<br>Present | Penalties<br>or no<br>Penalties |  |

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|   |   |  |  |                |                                 |  |
|---|---|--|--|----------------|---------------------------------|--|
| Week 8<br>Active Class<br>Participation<br>10/14  | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and<br>zero, one, or two<br>responses | Not<br>Present | Penalties<br>or no<br>Penalties |  |
| Week 9<br>Active Class<br>Participation<br>10/21  | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and<br>zero, one, or two<br>responses | Not<br>Present | Penalties<br>or no<br>Penalties |  |
| Week 10<br>Active Class<br>Participation<br>10/28 | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and<br>zero, one, or two<br>responses | Not Present    | Penalties<br>or no<br>Penalties |  |
| Week 11<br>Active Class<br>Participation<br>11/4  | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through | Demonstrated<br>Acceptably clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and<br>zero, one, or two<br>responses | Not Present    | Penalties<br>or no<br>Penalties |  |

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|  |   |   |  |             |                                 |    |
|--|---|---|--|-------------|---------------------------------|----|
| Week 12<br>Active Class<br>Participation<br>11/11                | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through                 | Demonstrated<br>Acceptably<br>clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently<br>clear<br>understanding of the chapter's<br>content through<br>blog post and<br>zero, one, or<br>two responses | Not Present | Penalties<br>or no<br>Penalties |    |
| Week 13<br>Active Class<br>Participation<br>11/18                | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through                 | Demonstrated<br>Acceptably<br>clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently<br>clear<br>understanding of the chapter's<br>content through<br>blog post and<br>zero, one, or<br>two responses | Not Present | Penalties<br>or no<br>Penalties |    |
| Week 14<br>Active Class<br>Participation<br>11/25<br>(Free Week) | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through<br>concise blog | Demonstrated<br>Acceptably<br>clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently<br>clear<br>understanding of the chapter's<br>content through<br>blog post and<br>zero, one, or<br>two responses | Not Present | Penalties<br>or no<br>Penalties | 20 |
| Week 15<br>Active Class<br>Participation<br>12/2                 | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's content<br>through<br>concise blog | Demonstrated<br>Acceptably<br>clear<br>understanding of the<br>chapter's content<br>through<br>somewhat | Demonstrated<br>Deficiently<br>clear<br>understanding of the chapter's<br>content through<br>blog post and<br>zero, one, or<br>two responses | Not Present | Penalties<br>or no<br>Penalties |    |

## Benchmark Syllabus Assignment

|  |  |  |   |             |                              |    |
|--|--|--|---|-------------|------------------------------|----|
| Week 16<br>Active<br>Class<br>Participation<br>12/9                    | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's<br>content<br>through<br>concise blog | Demonstrated<br>Acceptably<br>clear<br>understanding of the<br>chapter's<br>content<br>through<br>somewhat | Demonstrated<br>Deficiently clear<br>understanding of<br>the chapter's<br>content through<br>blog post and<br>zero, one, or two<br>responses    | Not Present | Penalties or<br>no Penalties |    |
| Week 17<br>Active<br>Class<br>Participation<br>12/16<br>(Free<br>Week) | Demonstrated<br>Exceptionally clear<br>understanding of the<br>chapter's<br>content<br>through<br>concise blog | Demonstrated<br>Acceptably<br>clear<br>understanding of the<br>chapter's<br>content<br>through<br>somewhat | Demonstrated<br>Deficiently<br>clear<br>understanding<br>of the chapter's<br>content through<br>blog post and<br>zero, one, or<br>two responses | Not Present | Penalties or<br>no Penalties | 20 |

### **Appendix C**

#### **Counseling Techniques and the Helping Relationship Paper (300 points)**

**Purpose:**

The purpose of this paper is to make clear the student has a clear understanding of the course content and to serve as evidence the student has acquired appropriate CARCREP standards as mentioned in the “Measurable Learning Outcomes” section of this document.

**Directions:**

Due Monday of week 15 before class meets. Synthesize the information covered in this course in a 6-10 pages paper, double spaced, Times New Romans (12 pt fount), following APA 7<sup>th</sup> addition format. You are required to have 10 peer reviewed sources (your textbook may count as one source but not required).

#### **Counseling Techniques and the Helping Relationship Paper Grading Rubric (300 points)**

**COUC505**

|                           |   |  |                                       |                                  |               |
|---------------------------|---|--|---------------------------------------|----------------------------------|---------------|
| Areas of<br>Consideration | Points Range<br>175 to 161<br>Exceptional | Points Range<br>160 to 146<br>Acceptable | Points Range<br>145 to 1<br>Deficient | Points Range<br>0<br>Not Present | Points<br>175 |
|---------------------------|---|--|---------------------------------------|----------------------------------|---------------|

## Benchmark Syllabus Assignment

|  |  |  |   |               |  |
|--|--|--|---|---------------|--|
| Coverage of Topic  | Demonstrated Exceptionally clear understanding of the course content in a concise manner   | Demonstrated Acceptably clear understanding of the course content less concise than ideal  | Demonstrated Deficiently clear understanding of the course content needing work on conciseness  | No Submission |  |
| Professional Writing, Spelling and Grammar, APA, Peer Reviewed Sources | All required sources were present and met or exceeded requirements, APA format was followed accurately, Content flowed well, Very minimal grammatical errors | Most required sources were present and somewhat met requirements, APA format was generally followed accurately, Content flow could improve , Some minimal grammatical errors | Some required sources were present with partial requirements met, APA format was followed but needs work Content flow needs improvement, Grammatical errors present | No Submission |  |