

GCN 601: Principles & Methods of Counseling Online (OA)

Spring 2021

Online Synchronous Meeting Dates: 01/25/21, 02/08/21, 02/22/21, 03/15/21, 03/29/21

Online Asynchronous Dates: 02/01/21, 02/15/21, 03/01/21, 03/22/21, 04/05/21

Times: 7:00pm – 9:00pm

COURSE INSTRUCTOR: Michele Hernandez, MA, LPC, NCC, ACS, Adjunct Professor
CONTACT INFORMATION: Email: michele.hernandez@nyack.edu (Best), Phone: (917) 757-3047 (Text first)
APPOINTMENT INFORMATION: Office: Telephone or Google Meet (I am flexible, please text me for appt and link)
Open Virtual Office Hours: Wednesdays 10am -12am

REQUIRED TEXTS: Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). *Interviewing and change strategies for helpers* (8th Ed.). Cengage Learning.
ISBN: 978-1-305-27145-1

American Psychological Association (APA). (2020). *Publication manual of the American psychological association* (7th Ed.). American Psychological Association.
ISBN: 978-1-4338-3217-8

Suggested Texts: McKibben Dana, M. (2018). *God, improv, and the art of living*. Eerdmans.

Jongsma, A. (2014). *Psychotherapy treatment planner series*. Wiley.

Clinton, T. (2001). *The soul care bible: Experiencing and sharing hope God's way*. Tomas Nelson Publishers.

Yalom, I. (1989). *Love's executioner and other tales of psychotherapy*. Harper Collins.

OTHER RESOURCES: Class Session Method:
Join with Google Meet : meet.google.com/dae-yect-jja
If you are having technical difficulties, you can join by phone.
[\(+US\) +1 585-948-4335 PIN: 390 856 302#](tel:+15859484335)

Reference Point Software – This software will format your papers in APA style. You input the information, and it will aid you in setting up papers appropriately. <https://www.referencepointsoftware.com/apa> (Disclosure: This software is not required, only suggested.)

Grammarly.com: Website which assists with correcting grammar.

Owl Purdue: Website which assists with formatting citations APA style.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

CATALOG COURSE DESCRIPTION: This course introduces a variety of methods used in counseling with an emphasis on integrative approaches to the helping profession. Emphasizes the relational nature of counseling through in-class exercises. Course content is included in the CPCE “Helping Relations” content area. This course is required before the commencement of practicum. Prerequisite: GCN 502 (2 credits)

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This course is housed within the Alliance Graduate School of Counseling, Nyack College. All the goals below are to be carried out in an atmosphere of the highest scholarly standards of conduct.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core (Skill)	Prg
1. Students will learn the characteristics and behaviors of the counselor, the client, and the counseling relationship that influences the helping process. (2016 CACREP Standard F.5.f)	Attendance, completion of readings, online discussions, practice assignments, and final paper	4, 5	1, 2, 3
2. Students will learn essential interviewing, counseling, case conceptualization, treatment intervention and planning skills (including the development of measurable outcomes for clients) and demonstrate these skills by conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (2016 CACREP Standards F.5.g., F.5.h., and CMHC Standard 3.a.)	Attendance, completion of readings, online discussions, practice assignments, and final paper	1 (1.1, 1.3, 1.6)	2
3. Students will be exposed to evidence-based counseling strategies and techniques for prevention and intervention. (2016 CACREP Standard F.5.j)	Attendance, completion of readings, online discussions, practice assignments, and final paper	1 (1.1, 1.3, 1.5, 1.7)	1, 2, 3
4. Students will learn strategies to promote client understanding of and access to a variety of community-based resources. (2016 CACREP Standard F.5.k.)	Attendance, completion of readings, online discussions, practice assignments, and final paper	5	2
5. Students will demonstrate knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (2016 CACREP CMHC Standard 1.c.)	Attendance, completion of readings, online discussions, practice assignments, and final paper	1 (1.1, 1.3, 1.5, 1.7)	2, 3
The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (https://www.nyack.edu/site/nyack-catalog/). Attainment of goals is evaluated by the identified assignments.			
*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.			

ASSIGNMENT DESCRIPTIONS:

For this course, all 10 weeks will be open and available on E360 as of 01/20/2021. The purpose of this is to facilitate for learners the possibility of working ahead on assignments if they choose to do so. However, students must adhere to the due dates listed below and E360 (they may be completed BEFORE, but NOT AFTER a due date). All due dates and times are listed in Eastern Standard Time (EST).

1. Participation and Attendance

- (15% / 15 points): The major methods of learning in this class are discussion, group exercises, and practicing assessment and basic counseling skills, with five (5) two-hour live synchronous meetings on Mondays (7:00 – 9:00 p.m. EST) starting Monday 01/25/2021 through Monday 03/29/2021 and an additional 5 asynchronous days a total of 10 class sessions. Note before Monday's class sessions, video lectures, PowerPoints, assignments, and/or chapter reading must be reviewed and completed. The time in synchronous meetings will be used for discussion, exercises, questions, etc. Therefore, everyone's attendance and participation are necessary. One (1) excused absence (requiring an email to the Instructor from the student before class on the reasons for the absence) during the course will be permitted. The second absence will constitute excessive absences and a non-passing or failing grade. Please be on time; points will be

deducted for attending the session late. Attending late disrupts the flow of the class, and you will miss a very important part of our class at the beginning of the session. If the computer you are using does not have a working internal or external microphone and camera, **at all times**, by the first synchronous session, you will need to drop this course. **Cameras on devices must be on at all times and microphones should be muted when you are not speaking.**

2. Discussion Questions / Interaction with Peers

- (20% / 20 points total): Each student will complete four (5) Discussion Questions throughout the course. The purpose of this activity is to have each student be a part of the discussion for the specific weekly assignment/chapters. The purpose of the discussion questions is for students to have an intelligent dialog with their fellow classmates. Post your opinion on the topic and incorporate the chapters' content into your answers to show that you are learning the material. It is a post that displays significant importance, value, validity, solidity, and independence of thought. It is a response that adds depth and breadth to a discussion. It includes proper grammar and spelling. It directly addresses the question and does not "go off on a tangent." Quotes and references to course materials or other reference materials are required to allow other students to learn by your example and should be cited in APA 7th edition format at the bottom of your post.
- After posting your initial response, please comment on two (2) classmates' posts. (Both your initial post and your response posts should be a minimum of 100 - 150 words for the possibility of receiving the full amount of points possible). Please respond by making constructive responses. When I say respond to two (2) other classmates' initial posts, I am looking for more than "That's true" or "I agree" type of responses. I want you to explain your answers. Provide us with details or evidence of why you chose to respond the way you did. If you disagree, tell us why and how you developed this answer. Quotes and references to course materials or other reference materials are required to allow other students to learn by your example and should be cited in APA 7th edition format at the bottom of your post.
- Discussion questions posts are due on the dates indicated in the course calendar of this syllabus.
- Each week, students will respond to two (2) DIFFERENT students' posts. Therefore, you will never respond to the same student more than once throughout this class. If you respond to the same student more than once as part of your assignment, points will be deducted. You can and are welcome to, however, respond to the same student if you are responding to them IN ADDITION TO two other different students.
- Students are also expected to participate in activities during the lecture, ask questions, and contribute to the overall discussion in class. Lack of participation during synchronous meetings will result in a loss of points.

3. Practice Interview / Case Conceptualization Paper

- (30% / 25 points, due Monday, 03/22/2021 by 9:00 PM EST): Students will recruit a participant who will role-play a client for the student for all assignments (here forward called "Client X"). Client X should not be a friend or an acquaintance; instead, they can be a "friend of a friend" or "friend of a family member." Client X should complete a consent form, which should be uploaded along with your assignment to the e360 dropbox. The consent form will be uploaded to the course shell under the "Resources" tab. Each student is to conduct an intake interview with Client X that will consist of taking Client X's history and personal information, as well as to conduct a basic diagnostic assessment. Students will conduct a mental status exam on Client X and include this information in their developing case conceptualization. They will also write treatment goals and formulate an initial treatment plan. Each part of the interview process will be written up in a professional manner based on a Case Conceptualization template that will be covered in class and uploaded into the course shell. The report should be a minimum of 3 - 5 pages.

4. **Final Exam: Video Session / Video Self-Evaluation**

- (35% / 35 points, due Monday, 04/05/2021 no later than 9:00 PM EST): An examination can be defined as a detailed inspection or investigation or a formal test of a person's knowledge or proficiency in a particular subject or skill, as per Webster's Dictionary. For the purposes of this class, the "Final Exam" will not be an exam in the traditional sense, where you must take a multiple-choice test or write an essay. Instead, for the final exam, you will conduct a therapy session with Client X, and your counseling skills will be inspected to assess your knowledge and proficiency as an emerging counselor:
 - The session will last 30 minutes and can be an in-person session recording or an online session recording
 - You must incorporate the skills learned in the course text
 - Your session should indicate a clear modality being used, along with the implementation of techniques from the modality
 - Special attention should be given to body language, speech tone, and the environment in which the session is taking place
 - Ask Client X to incorporate aspects of their "ADDRESSING" Framework (found on page 46 of the course text and listed in the participant's consent form) and demonstrate how you are sensitive and reactive to these points as they arise
 - The session should not be your initial assessment session.
 - You should include as many of the primary counseling skills in the "Basic Skills Self-Assessment" (found in lesson 1 of your course shell in e360)
- Your video should flow naturally, and I do not expect it to be without "bloopers." If your session appears to be scripted or forced or edited, it will result in a severe deduction of points and could result in a non-passing grade.
- You will provide Client X with a Participant Survey (found in the "Resources" tab of e360) after the session.
- You will upload a second video self-evaluating your session, using the "Basic Skills Self-Assessment" (found in lesson 1 of your course shell in e360):
 - You will discuss each primary counseling skill, how you demonstrated this in the session, and grade yourself on the rating scale located on the "Basic Skills Self-Assessment."
 - Make note of how you could have improved an intervention or chosen a better statement or action in the session where you did not score yourself an 8.
 - Make note of any comments or responses Client X made about your interview and address accordingly.
 - Your self-evaluation video should be no more than 15 minutes long.
 - Your self-evaluation video should discuss areas of potential bias, privilege, and/or transference experienced and how they were handled by you.
- Please note that the purpose of the exam is not to have you produce a "perfect session" (perfect sessions do not exist!). The purpose of the exam is to have you practice a session, evaluate your techniques, show insights into your strengths and weaknesses, and indicate awareness and ability to improve upon the weaknesses.
- Both videos should be uploaded to e360 dropbox, along with Client X's signed consent form and Participant Survey.

GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Attendance / Required Reading 15%
- Participation / Discussion Questions / Peer Responses 20%
- Practice Case Conceptualization Paper 30%
- Final Exam / Video Session / Video Self Evaluation 35%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	68-69%	63-67%	60-62%	0-59%

Care should be taken to perform at one’s best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below, which may affect timely degree completion and/or financial assistance.

CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, “seat time” (instructional time), and outside work assigned. Standardized expectations are 45 hours of instructional and homework time per credit (**135 hours of instructional and homework time for a 3-credit course**). Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

The estimated instructional and homework hours for this course, by category, are as follows:

Type of Work	Hours
Course Presentations/“Lectures”	10
Required Reading	20
Discussion Threads	25
Practice Interview / Case Conceptualization Paper	6
Final Exam / Video Self-Evaluation	4
Study and Preparation time for Practice Interview and Final Exam	25
Total Hours	90

COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST). **Again, for this course, all 10 weeks will be open and available on E360 as of 01/20/2021.** The purpose of this is to facilitate for learners the possibility of working ahead on assignments if they choose to do so. However, students must adhere to the due dates listed below and E360 (they may be completed BEFORE, but NOT AFTER a due date).

Week 1	Overview
<p style="text-align: center;">Monday 01/25/2021 Synchronous Online Meeting Lecture</p>	<ul style="list-style-type: none"> • Course Description & Introduction • Topic: Foundations
	<p>Activities and Assignments</p> <ul style="list-style-type: none"> • E360 Lesson and Activities (Chapter IN CLASS FOCUS QUESTION) • Synchronous Online Meeting Lecture, Week 1 on Monday, 01/25/2021 @ 7 PM online • Read Cormier, Nurius, & Osborn (2017), Chapters 1 • Find your "Client X"
Week 2	Overview
<p style="text-align: center;">Monday 02/01/2021 Asynchronous Online Meeting Lecture</p>	<ul style="list-style-type: none"> • Topic: Critical Commitments & Ingredients of an Effective Helping Relationship
	<p>Activities and Assignments</p> <ul style="list-style-type: none"> • Read Cormier, Nurius, & Osborn (2017), Chapters 2 & 3 • Discussion Question (Initial Post due by Thursday, 01/28/2021 no later than 9:00 PM; 2 response posts due by Sunday, 01/31/2021 no later than 9:00 PM)

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Week 3	Overview
Monday 02/08/2021 Synchronous Online Meeting Lecture	<ul style="list-style-type: none"> Topic: Basic Skills-Listening & Influencing Responses Activities and Assignments <ul style="list-style-type: none"> E360 Lesson and Activities (Chapter IN CLASS FOCUS QUESTION) Synchronous Online Meeting Lecture, Week 3 on Monday, 02/08/2021 @ 7 PM online Read Cormier, Nurius, & Osborn (2017), Chapters 4 &5,
Week 4	Overview
Monday 02/15/2021 Asynchronous Online Meeting Lecture	<ul style="list-style-type: none"> Topic: Assessing, Conceptualizing & Interviewing Assessments Activities and Assignments <ul style="list-style-type: none"> Read Cormier, Nurius, & Osborn (2017), Chapters 6 & 7 Discussion Question (Initial Post due by Thursday, 02/11/2021 no later than 9:00 PM; 2 response posts due by Sunday, 02/14/2021 no later than 9:00 PM)
Week 5	Overview
Monday 02/22/2021 Synchronous Online Meeting Lecture	<ul style="list-style-type: none"> Topic: Thinking Clinically & Treatment Planning Activities and Assignments <ul style="list-style-type: none"> E360 Lesson and Activities (Chapter IN CLASS FOCUS QUESTION) Synchronous Online Meeting Lecture, Week 5 on Monday 02/22/2021 @ 7 PM online Read Cormier, Nurius, & Osborn (2017), Chapters 8 & 9 Submission of Practice Interview / Case Conceptualization Paper due by Monday, 3/22/2021 no later than 9:00 PM
Week 6	Overview
Monday 03/01/2021 Asynchronous Online Meeting Lecture	<ul style="list-style-type: none"> Topic: Models for Working with Resistance Activities and Assignments <ul style="list-style-type: none"> Read Cormier, Nurius, & Osborn (2017), Chapters 10 Discussion Question (Initial Post due by Thursday, 02/25/2021 no later than 9:00 PM; 2 response posts due by Sunday, 02/28/2021 no later than 9:00 PM)
Week 7	Overview
Monday 03/15/2021 Synchronous Online Meeting Lecture	<ul style="list-style-type: none"> Topic: Tools for the Counselor's Toolbox: Cognitive Strategies Activities and Assignments <ul style="list-style-type: none"> E360 Lesson and Activities (Chapter IN CLASS FOCUS QUESTION) Synchronous Online Meeting Lecture, Week 7 on Monday, 03/15/2021 @ 7 PM online Read Cormier, Nurius, & Osborn (2017), Chapters 11 & 12
Week 8	Overview
Monday 03/22/2021 Asynchronous Online Meeting Lecture	<ul style="list-style-type: none"> Topic: Self Calming & Exposure Therapy Activities and Assignments <ul style="list-style-type: none"> Read Cormier, Nurius, & Osborn (2017), Chapters 13 & 14 Discussion Question (Initial Post due by Thursday, 03/18/2021 no later than 9:00 PM; 2 response posts due by Sunday, 03/21/2021 no later than 9:00 PM) Submission of Practice Interview / Case Conceptualization Paper due by TODAY no later than 9:00 PM
Week 9	Overview
Monday 03/29/2021 Synchronous Online Meeting Lecture	<ul style="list-style-type: none"> Topic: Self-Management Strategies Activities, Assignments and/or Exams <ul style="list-style-type: none"> E360 Lesson and Activities (Chapter IN CLASS FOCUS QUESTION) Synchronous Online Meeting Lecture, Week 9 on 03/29/2021 @ 7 PM online Read Cormier, Nurius, & Osborn (2017), Chapters 15, Final Exam: Video Session / Video Self-Evaluation due by Sunday, 04/05/2021 no later than 9:00 PM

Week 10	Overview
Monday 04/05/2021 Asynchronous Online Meeting Lecture	<ul style="list-style-type: none">• Topic: Closing/ Wrap Up
	Activities and Assignments <ul style="list-style-type: none">• Submission of Final Exam: Video Session / Video Self-Evaluation due by TODAY, 04/05/2021 no later than 9:00 PM• Discussion Question (Initial Post due by Thursday, 04/01/2021 no later than 9:00 PM; 2 response posts due by Sunday, 04/04/2021 no later than 9:00 PM)

COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and passcode via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** For online courses, instructors are to have 45 hours of instruction for every credit hour, which is demonstrated through the Carnegie Unit explanation in this syllabus. Attendance is taken once a week based on the student's interaction in the online course, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions. Attendance will be marked in the Faculty Portal for those students who have demonstrated participation based on that week's interaction in the course. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. Missing 2 classes will result in a failing grade.
- **Late Assignments/Extensions:** Employers will not accept late work. Therefore, in preparation for your future successful career, every effort must be made to submit work on time. A deduction of a letter grade (e.g., A to A-, B+ to B) will be made in the gradebook for each business day the assignment is late, regardless of work quality. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the last day of the class.
- **Academic Integrity and Plagiarism:** In a Christian college, academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but on the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated in areas, such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written work should follow APA style guidelines.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all

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students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>.

- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If a resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean, whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*
- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at www.nyack.edu/safetyandsecurity. Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** For this course, the final withdrawal date is 01/20/2021. Withdrawal requires signatures on the Registrar's Course Withdrawal form, and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.