**Department of Allied Professions**

**Counselor Education Program**

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# CON 5271-101 Prepracticum in Counseling Skills

**Spring 2016**

**Tuesday 5:00-7:30**

**Room 1078 and Counseling Lab 1031**

**North Carolina Central University**

*“Communicating to Succeed”*

**School of Education**

*To become an international community of scholars who are culturally responsive educators*

*and practitioners*

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**Office Hours:** Monday 3:00-5:00, Tuesday 3:00-5:00, Wednesday 3:00-5:00 and Thursday 2:00-5:00. Other time by appointment.

**MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

**COURSE POLICIES**

This course is for students who have been admitted to the Counselor Education Program. It is designed be taken near the end of your program, immediately preceding your Practicum. Completion of Pre-Practicum with a grade of B or better is required before placement in CON 5372 and/or CON 5390. A grade of C or less will necessitate repeating Pre-Practicum.

**COURSE DESCRIPTION**

Prerequisites: Phase II completion. An opportunity is provided for students in all program tracks to learn and demonstrate through micro-counseling and video sessions the skills of counseling interviews. Emphasis is placed on applying techniques through role-playing and practicing skills in class. This is a workshop oriented course designed with major emphases on applying counseling techniques, considering multicultural issues, and analyzing your counseling style and performance. Our mantra for this course is **“PRACTICE, PRACTICE, PRACTICE”.** Instruction is delivered by way of lecture, demonstrations, group interactions, role-plays and selected media presentation. Students must achieve a grade of B or better in this course before placement in CON 5372 and 5390.

**Websites**

<https://onlinecourse.nccu.edu/nccu-index.html> Class Blackboard site. Log on in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). Mobile applications are available on this site as well. ***All assignments are to be submitted to Bb under the designated assignment slot*** as **ONE** document with your last name and assignment name included, e.g. Smith Initial Tape.

[www.nccuCounseling.com](file:///F%3A%5CSpring%202010%5CProfssional%20Orientation%20toCounseling%5Cwww.nccuCounseling.com) This is the address for the Department of Counselor Education at NCCU. **Visit it often for departmental updates and major requirements.**

<http://www.apastyle.org/> American Psychological Association APA Writing Style home page.

**TEXTBOOKS AND MATERIALS**

**Required Primary Text:**

Ivey, A.E. & Bradford Ivey, M. (2014). *Intentional interviewing and counseling. Facilitating*

*client development in a multicultural society*. (8thed.) Pacific Grove, CA: Brooks/Cole.

If you have the [Cengagebrain](https://www.cengagebrain.com/shop/myprofile) option for this textbook, be sure to use it to gain access to course documents and materials. You should have received an access code if you purchased a new book.

**Required Supplemental Materials:**

***Video recorder****.*  A digital video recorder will be needed for practicing and critiquing counseling skills throughout the semester. You may use any type digital recording device including your smartphone, ipad, etc., if it has those capabilities. You may consider a cloud storage service such as Dropbox <https://www.dropbox> or [Zamzar](http://www.zamzar.com/)  , a useful file converter program can be found at <http://www.zamzar.com>. for turning these recording in for grading. You may also use YouTube to share your recordings. Just be sure the recordings can be downloaded to a computer, flash drive or burned to a CD.

**Required Student Assessment Tool:**

**Electronic Portfolio**

<http://www.foliotek.com/>

Maintaining this electronic portfolio is a REQUIREMENT for continued enrollment in the School of Education at North Carolina Central University. The university will use the information to track data and verify that you have met competencies of your program of study. This system also serves as your own professional e-portfolio and file storage.

 Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio.  At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

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| **Con 5371 Student Learning Outcomes (SLOs)**The corresponding CACREP standards met in this class are listed here. *At the completion of this course the candidate will be able to:* | Method for Obtaining Outcome | Method for Evaluation of Outcome |
| Identify and use attending skills(CACREP II.G.5.c) | Class readings, lecture and role plays | Recording assignments, class discussions, examinations and quizzes |
| Identify and use effective questioning skills( CACREP II.G.5.c) | Class readings, lecture and role plays | Recording assignments, class discussions, examinations and quizzes ) |
| Distinguish appropriate attending behaviors when working with people with disabilities(CACREP II.G.2.b) | Class readings, lecture  | Recording assignments, class discussions, examinations and quizzes. |
| Identify and use accurate listening skills (CACREP II.G.5. c) | Class readings, lecture and role plays | Recording assignments, class discussions |
| Structure and conduct a counseling interview with identifiable stages( CACREP II.G.5.c) | Class readings, lecture and role plays | Recording assignments, Portfolio of Competence (POC) |
| Integrate skills into a counseling session (CACREP II.G.5.c) | Class readings, lecture and role plays | Recording assignments |
| Use and adapt counseling skills to facilitate communication with a variety of clients in a varied multicultural settings (CACREP II.G.2.a) | Class readings, lecture and role plays | Recording assignments, class discussions (POC) |
| Analyze the interview process( CACREP II.G.5.c) | Class readings, lecture and role plays | Recording assignments |
| Identify and use advanced counseling skills such as confrontation( CACREP II.G.5.c) | Class readings, lecture and role plays | Recording assignments, class discussions (POC) |
| Practice counseling skills and interventions from different theories according to the needs of clients(CACREP II.G.5.c) | Class readings, lecture and role plays | Class discussions, examinations and quizzes |
| Identify the process of terminating the counseling process and providing follow-up(CACREP II.G.5.b) | Class readings, lecture and role plays | Recording assignments, class discussions,  |
| Evaluate and appraise personal performance(CACREP II.G.5.a) | Class readings, lecture and role plays | Recording assignments, Portfolio of Competence (POC) |
| Identify wellness and prevention as desired counseling goals(CACREP II.G.5.a) | Class readings, lecture and role plays | Wellness assessment and Portfolio of Competence (POC) |
| Identify family and other systems theories and major models of family and related interventions; (CACREP II.G.5.e) | Class readings, lecture and role plays | Genograms assignment Recording assignments, class discussions, Portfolio of Competence (POC) |

**Student Learning Outcomes**

**CACREP STANDARDS**

***G. 2. SOCIAL AND CULTURAL* DIVERSITY** - provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

***G.5. HELPING RELATIONSHIPS***—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;

b. counselor characteristic s and behaviors that influence helping processes;

c. essential interviewing and counseling skills;

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

**COURSE OUTLINE: \***

**CLASS TOPICS & ACTIVITIES**

**January 12** Introductions, Expectations, and Course Overview

 Discussion of Syllabus

 As We Begin: Interviewing and Counseling As Art and Science

 ***Chapter1-Towards Intentional Interviewing , Counseling and Psychotherapy***

 Tape Initial interview and self-evaluation due next class meeting. See details on Bb.

 BEGIN PORTFOLIO of COMPETENCE (POC) - page27. Include Respectful Model.

**January 19 *Chapter 2-Ethics, Multicultural Competence, and the Positive Psychology and Wellness***

POC –Include Wellness Model.

Practicum /Internship Concerns with Dr. Dames

**First Tape Due**

**January 26** ***Chapter 3- Attending Behaviors and Empathy***

 ***Chapter 4- Observation Skills***

**February 2 *Chapter 5- Questions: Opening Communications***

***Key Skills of Active Listening/***Plan Midterm

 Recording

**February 9 *Chapter 6- Encouraging, Paraphrasing, and Summarizing Chapter 8- How to Conduct a Five Stage Counseling Session Using only Listening Skills***

**February 16 *Chapter 7- Reflecting Feelings: A Foundation of Client Experiences***

**February 23** **Midterm ASSESSMENT - Midterm Recording Due**

 **Online Exam After Class**

**March 1** **Competence Portfolio Check (Chapter 1-8 Due)**

**March 8 *Chapter 9-Focusing the Counseling Session: Exploring the Story from Multiple Perspectives***

**March 15 Spring Break- NO CLASS!!!**

**March 22** ***Chapter 10- Empathic Confrontation and creating the NEW: Identifying and Challenging Client Conflict***

 **Genogram Assignments Due- Reflections are Foliotek assignments.**

**March 29** ***Chapter 11- Reflection of Meaning and Interpretation/ Reframing: Helping Clients Re-story Their Lives***

**April 5 *Chapter 12- Self-Disclosures and Feedback***

 ***Chapter14- Skill Integration: Putting It All Together /Plan Final Recording***

**April 12**  ***Chapter13- Concrete Action for Client Change***

**April 19** ***Chapter15- How to Use Microskills and the Five Stages***

 **POC Due Chapter 10-16**

April 26 ***Chapter16-Determining Personal Style and Theoretical /Practical Integration Competed*** **FINAL TAPE WITH SELF-EVALUATION DUE**

**\* Caveat** - Because of the unique mixture of content and experientially based instruction that is the nature of this course, along with variability of student needs, it may be necessary to make adaptations in course activities. Therefore, this syllabus is subject to change and is essentially a guide for this learning experience. You will be given prior notice of any changes in due dates or assignments.

**COURSE REQUIREMENTS**

**Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. The rationale for attending every class is: course content will be discussed and processed through experiential activities; skills will be demonstrated by the instructor and through video tape, followed by class practice activities*. Two absences will result in a deduction of three (3) points from the final grade and three (3) absences will result in five (5) points deduction. More than three (3) absences will result in an F grade.* In addition, it is expected that all assignments will be handed in on time. If there are extreme emergencies that cause you miss class or miss an assignment deadline, please notify the instructor immediately. Any assignment or homework handed in late (after the class period in which it is due) will result in a reduction of 20% of the earned grade**

**1**. A **video** recorder will be needed for practicing and reviewing counseling skills throughout the course by way of lab role-plays and practice sessions. Students are required to tape and complete written self-evaluations of selected practice activities in class. Remember to bring a device to record class activities for later critique.

**2**. **Class attendance** and participation are expected and necessary to accomplish the goals of this course. Skills will be discussed, demonstrated, and practiced in class. Students are required to participate in role-playing situations that simulate counseling sessions. Supportive and constructive feedback will be given by other class members and the instructor. In the event of an absence, students are encouraged to obtain class information and materials from another classmate.

**3**. **A mid-term examination** covering assigned readings in the text and class discussions will be given on the date indicated in the syllabus. The exam will require you to respond to objective, short-answer, and essay items. This exam will be administered online and must be completed by the time designated by the instructor.

**Assignments**

1. **Portfolio of competence (POC).** Each student will develop a portfolio of competence in the use of micro-counseling skills and demonstrated use of the hierarchy of skills. Development of this portfolio will serve several purposes for this class. Most importantly, it will provide the opportunity to reflect on the component parts of the skills hierarchy and assist you in developing your personal theory of counseling which incorporates your own personal style and beliefs regarding clients and the counseling process. Be thoughtful in the development of this document, as it will be incorporated into your final grade. You will submit the first half of this assignment by midterm and consists of chapters 1-8. When responding to chapter one, be sure to add your responses to the **RESPECTFUL** model in chapter one. Also in chapter two, make sure to complete the **Wellness Assessment with your Wellness Plan** as discussed in this chapter. Chapters 9-16 are due by the end of the course. Whenever appropriate, include references to the content from your text, class discussion, or text course site. When you add additional references, please use the APA Publication Manual format in documenting these references. Also, make sure your writing style adheres to the APA writing style with respect to clarity, spelling, and grammar. This is a digital assignment. A two-page reflection on this assignment will be placed in **Foliotek**. It should include information about your growth and areas for continued growth as a counselor in training with respect to the use of microskills. (CACREP II.G.5.c) The portfolio is to be submitted in two parts; POC l and POC2. Each chapter POC includes a chapter Critical Reflection question . Make sure Critical Reflection question header is in bold.

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described in the assignment rubric.

● **Number of Resources:** POC Checklist, Critical Reflection questions , RESPECTFUL Model and Wellness Assessment.

● **Length of Paper:** 20 pages including responses to questions, 2 page final reflections.

● **Font and Font Size:** Times New Roman, 12 point.

1. **A family and a community genogram assignment** are included in this class. Details for this assignment are found in Chapter 9 of your text. *Your two page reaction to this assignment will be placed in* ***Foliotek.***(CACREP II.G.5.c)

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described in the assignment rubric.

● **Number of Resources:** Chapter reading.

● **Length of Paper:** 7 pages including family and community genogram, descriptions and reflection.

● **Font and Font Size:** Times New Roman, 12 point.

 **3.** Each student will be required to present **three -recorded video interviews**. Each assignment requires an Informed Consent and Client Feedback form listed as Appendix 1 and Appendix2 in your papers.

A. The first tape (Initial Recording) will be a brief 15 min. recording that assesses your natural interviewing/counseling style and requires a **transcript** of your session. Details for this assignment are found on the assignment rubric located on Bb Course Documents. Be sure to include a client feedback form and an informed consent form.. A sample form may also be found under Course Documents on Bb. These forms are also found on the Coursemate/ Cengaigebrain site. Use you assess code to download copies

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described in the assignment rubric.

● **Number of Resources:** Feedback forms on Course Documents on Bb and rubric found under Course Documents.

● **Length of Paper:** 20 pages including responses to questions, reflections and transcription.

● **Font and Font Size:** Times New Roman, 12 point.

B. The second recorded (Midterm Recording) counseling session will be completed at mid- semester and will assess your basic listening skills and your knowledge of the structure of a well formed counseling interview. Details are found in chapter eight under Group Practice 3. Please include a **Positive Asset Search** and an assessment of your use of **levels of empathy** in your evaluation. This is a 30 min. recording and does not require transcription.

**Requirements:**

 ● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described in the assignment rubric.

● **Number of Resources** Feedback forms on Course Documents on Bb and rubric found under Course Documents.

● **Length of Paper:** 8 pages including responses to questions and reflections.

● **Font and Font Size:** Times New Roman, 12 point.

1. The third session (Final Recording) will be due at the end of the semester. This tape will incorporate a verbatim transcript and the incorporation the analysis of counseling skills related to case conceptualization and treatment planning and follow up session. This is a 60 min. recording. Details of this assignment are found in chapter fourteen. Each tape will be accompanied by a written self-evaluation and critique. The Final Tape will be the most important as it provides you with the opportunity to examine your interviewing skills in more detail, and will provide evidence about the level of your skills development. The Final Tape will require that you spend several hours reviewing, analyzing, and critiquing your counseling session to provide a meaningful learning experience. The Final Tape will serve as your Final Written Exam.

**Requirements:**

1. ● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.
2. ● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.
3. ● **Content:** Must include the sections and meet the content specifications described in the assignment rubric.
4. ● **Number of Resources** Feedback forms on Course Documents on Bb and rubric found under Course Documents.
5. ● **Length of Paper:** 30> pages including responses to questions and reflections.
6. ● **Font and Font Size:** Times New Roman, 12 point.

**7. Mid-Program Portfolio Review (TBA)**

Students must complete the Mid-Program Portfolio Review before they can be placed in practicum. The review will consist of an examination of the students work uploaded into Foliotek to that point. During this 15-minute review the faculty and student will discuss the student’s field placement plans. To sign up for the review go to <http://nccucounseling.com/students/index.php?option=com_content&task=view&id=420&Itemid=160>. This site is located under Resources on the departmental web page.

8. **Unannounced quizzes** are given at the discretion of the instructor.

# Grading \* Points

***Participation***

 Class Participation

 Pop Quizzes 100

**First Tape/**

**Self-evaluation** 25

**Mid-term Tape/**

**Self-evaluation** 100

**Genograms** 25

**Portfolio of Competence** 100

**Mid-term Exam** 75

**Final Tape/**

**Self Evaluation** 125

#### Total 550

**Grade Equivalent**

1. A

494-440 B

439-385 C

384-330 D

329< F

**University Grading System**

The University recognizes the grades that follow in the evaluation of the performance of graduate students:

**A-** Work of superior quality.

**B** -Satisfactory passing work.

**C** -Low passing work.

**F-** Failure.

**P** -Pass

**I-** Incomplete; Work that has not been fully completed. Must be completed within one year or the grade will be replaced with “F” and the course will have to be repeated for credit.

**NF**- Represents a course in which the student stopped attending classes without officially dropping the class; counts as a failing grade.

**W**- Indicates that the student withdrew from the University for the term.

**WC**- Indicates that the student officially withdrew from the class.

**NP**- Denotes that a student registered in a thesis conference, project, research, or internship course has not made satisfactory progress during the semester;

**NW**- Represents a course in which the student stopped attending without officially withdrawing from the class;

**PR**- Denotes that a student registered in a thesis, project, research, or internship course has made satisfactory progress but has not successfully completed the required work, and

**AU**- Represents an audited class; must be declared as an audit before the end of the official drop/add period.

**Inclement Weather Policy**

Candidates are expected to know and follow the Inclement Weather Policy of the university as stated in the Faculty Handbook – 1995, Appendix IV, p.105:

“Operation of classes is the normal and expected condition. Unless there

 is a specific announcement that classes will not be held, faculty and all

 concerned should assume that classes will be conducted as usual and on

 the regular schedule.

In the event of hazardous driving conditions resulting from adverse weather (snow, ice, etc.), the decision to suspend classes at the University will be made by the Chancellor. An official announcement will be made by the Provost/Vice-Chancellor for Academic Affairs that classes will not be held or that classes will be suspended for a stated period of time.”

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building.  Please contact the SDS Staff at (919) 530-6325 or email sds@nccu.edu.  If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at [www.nccu.edu/sds](http://www.nccu.edu/sds) and clicking on the ***Accommodate* Link.** Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

**Student Support/Ombudsperson**

The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@nccu.edu.

**Veterans Services**

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a
welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal
is to provide a smooth transition from military to college life for veterans, service members,

and dependents. If you wish, please contact your professor and/or the Director of the VAO
during the first weeks of class so that we may support and assist you. During your
matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer
overall support to ensure academic progression towards graduation. For more information
please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

**ACADEMIC HONESTY REMINDER**

**Academic Integrity Policy:**

As a center of learning, teaching, and research, North Carolina Central University charges its members to maintain patterns of academic behavior which enable these essential functions.

*Academic Dishonesty Defined*. Academic dishonesty, which is defined as any conduct which is intended by the student to obtain for himself or herself or for others an unfair or false evaluation in connection with any examination or other work fin academic credit. Cheating, fabrication, plagiarism and complicity are examples of conduct which is academically dishonest.

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to (I) the use of books, notes, outlines, etc. during an examination where the instructor has not authorized use of such materials or information; (2) seeking unauthorized materials or information from others in connection with an examination; (3) giving or attempting to give unauthorized assistance to another person hi connection with an examination; (4)obtaining or attempting to obtain unauthorized copies of examinations (5) bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared before the examination period; (6) copying or attempting to copy from the work of another student during an examination; and (7) submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the invention, counterfeiting, and/or alteration of quoted passages, data, procedures, experiments, sources or other information in connection with any academic exercise.

Plagiarism is the use of the ideas, words, or work of another without attribution when the information provided is not common knowledge either in content or form and includes, but is not limited to (1) quoting from the published or unpublished work of another without appropriate attribution; (2) paraphrasing or summarizing in one's own work any portion of the published or unpublished materials of another without attribution; and (3) borrowing from another's work, data, and facts which are not in the domain of common knowledge.

Complicity is the giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

Sanctions. The penalties for conviction of the first offense of academic dishonesty may include the following and the penalties will be determined by the severity of the offense:

a. formal warning;

b. grade of “F” for the assignment;

c. grade of “F” for the course;

d. suspension for period ranging from one semester to a year.

Conviction of a second academic dishonesty offense will result in expulsion from the University.

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**CONFIDENTIALITY**

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality and trust. These same principles hold when talking to your role-play recordings. Papers that do not disguise the nature of the individual with whom you are talking will not be accepted. Papers that do not indicate that you have the permission of the client to turn in this paper, even though the identity is disguised, will not be accepted.

At the same time, keep in mind the legal limits of confidentiality. You have no legal right to maintain confidence if you were questioned by an attorney in court. Study the ethics code, particularly paying attention to issues of confidentiality and client's rights.

When taping a session with a role-playing or real client, be sure you have permission on tape for that interview to proceed. If your client wishes, stop the tape at any time. When you present a transcript, be sure that the identity of your client is disguised and that you have indicated in your case notes or report that you have permission to use the material.

FOR YOUR OWN CONSIDERATION IN YOUR OWN ROLE PLAYS AS CLIENT: You have the right and personal responsibility to only share of yourself what you want to talk about. All experiential exercises in this course are optional and you may stop participating in any experiential exercise you wish at any time without penalty. At the same time, if you find yourself not wishing to engage in the exercises, you may prefer to drop the course. This course, by its very nature, is experientially oriented.

**Resources**

Cormier, S. (2009). *Interviewing and change strategies for helpers, (6th ed.)*. Pacific Grove, CA:

 Brooks/Cole

Faiver, C., Eisengart, S, & Colonna, R.(2004). *The Counselor intern’s handbook,* (3rd. ed.). Belmont, CA:

 Brooks/Cole.

Halbur, D. & Halbur, V. (2011*). Developing your theoretical orientation in counseling and psychotherapy*,

 *(2nd. ed.).* Upper Saddle River, NJ: Pearson.

Helms, J.E., & Cook, D.A., (1999). *Using race and culture in counseling and psychotherapy: Theory and*

 *perspective*. Boston, MA: Allyn and Bacon.

Hutchinson, D. (2007). *The Essential Counselor: Process, Slills, and Techiniques*. Boston, MA:

HoughtonMifflin

Ivey Allen E., Ivey Mary Bradford,& Zalaquett Carlos P.(2012), *Essentials of intentional interviewing: Counseling in a multicultural World*(3rd ed.)CA: Brooks Cole.

Ivey, A., Ivey, M., Myers, J., & Sweeney, T. (2005*). Developmental counseling and therapy: Promoting*

 *wellness over the lifespan*. Boston, Ma: Houghton Mifflin Company.

Robinson, T.L. (2010). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*

 *(3nd ed.).* Upper Saddle River, NJ: Pearson- Merrill Prentice Hall.

Young. (2013). Learning the Art of Helping: Building Blocks and Techniques, (5th.ed). Boston, MA: Merrill.