**Department of Allied Professions**

**Counselor Education Program**

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# CON 5271-OL1 Pre-Practicum in Counseling Skills

**Course Syllabus**

**Summer 2016**

**North Carolina Central University**

*“Communicating to Succeed”*

**School of Education**

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

*and practitioners*

**Instructor**: Robert A. Horne, Ph.D., M.Div., NCC, ACS, LPC, LCAS, CSI, ICAADC

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**SKYPE ID:** Live:Rhorne6

**\*Office Hours**: **\* Skype: By Appointment Only**

**\* Skype Account**

I suggest that you get a free SKYPE account so that you can communicate with faculty, classmates and your research group.

You can download the Skype application for free at <https://www.skype.com/en/download-skype/skype-for-computer/> . Please view Skype’s Consumer Terms, IP, Data Protection & Privacy policies at <https://www.skype.com/en/legal/> prior to downloading the app. If you want to coordinate a SKYPE or phone meeting please email me at Rhorne6@nccu.edu to set up an appointment. This will help me coordinate student visits and/or meetings. My Skype ID is ***Live:Rhorne6***.

**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 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 online and 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** (*Required*)

This is an online course and will utilize the campus “Blackboard” system. Every candidate/student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department first at 530-7676.

<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.

[www.YouTube.com](http://www.YouTube.com) A YouTube account needs to be established in order to access and upload course-related videos.

[**www.Webex.com**](http://www.Webex.com)A Webex account needs to be established in order participate in class discussions and group meetings.

**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 will need to use YouTube to share your recordings. Please be sure the recordings can be downloaded to a computer.

**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 will have access to all of your work as long as you have access to your online Foliotek

 account.

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| **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 POLICIES AND EXPECTATIONS**

1. 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.
2. All coursework submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
3. All coursework should be completed on your own unless it is specifically classified as a group project. **Plagiarizing work in any assignment may result in academic consequences.** Read and/or listen/watch all material provided on the course website.
4. Read the entire syllabus. Please adhere to all directions and due dates provided in the syllabus and on the website (no exceptions).
5. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.) Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings and course materials.
6. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you are not checking the account regularly, then it is not the fault of the instructor.
7. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
8. Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.
9. You are given a “window” of time to complete assignments. Please do not to wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given extra time to complete an assignment if you waited until the last minute to complete the task – and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
10. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not impact your coursework or assignments.
11. A letter grade of “I” or incomplete is given for work that has not been fully completed; however at least 75% of the work must be completed. An incomplete is granted only in exceptional cases. (An agreement must be signed by the student and faculty member detailing what work needs to be completed and when it needs to be completed. If the grade is not changed within one year, it will automatically become an F.)
12. We will abide by the **NCCU Honor Code**. Please review that document at this link: [**http://www.nccu.edu/formsdocs/proxy.cfm?file\_id=956**](http://www.nccu.edu/formsdocs/proxy.cfm?file_id=956)**.**
13. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
14. Class attendance and participation are expected and necessary to accomplish the goals of this course. Skills will be discussed, demonstrated, and practiced in our online class setting. Supportive and constructive feedback will be given by other class members and the instructor.

**Instructor’s Correspondence Times**

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| **Type of Correspondence** | **Timeframe** | **Special notes** |
| Emails | 24 hours | 1) Emails sent before 4pm Monday-Thursday will receive a response within 24 hours. 2) Emails sent after 4pm Monday-Wednesday will receive a response within 24 hours beginning at 8am the next business day.3) Emails sent after 4pm Thursday or on the weekend will receive a response within 24 hours beginning at 8am Monday. |
| Weekly Assignments (quizzes, papers, exams, etc.) | 1 week | 1) Late assignments, if accepted, the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade before the semester’s grading period ends. |
| Telephone Calls | Please email to set a time for a telephone conference or call | As this is an online course, the primary method of contacting the instructor is through email.  |

**Student Support Services for Students with Disabilities**

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 in Suite G20 in the Student Services Building (preferably during the first two weeks of the semester). Please contact Kesha Lee, Director at (919) 530-6325 or e-mail studentdisabilityservices@nccu.edu. If you are already registered in the office, you will need to return to the office each semester to review your information and receive updated accommodations.

**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](https://webmail.nccu.edu/owa/redir.aspx?C=tgrEl9jznkGoTdCb1KZ7FBTV0--icNAIiVzKZ5DDd7O7lJGcZ_vMtUzDa-NWga_CrfVS-i7S-04.&URL=mailto%3aveteransaffairs%40nccu.edu).

**NCCU Writing Studio**

The mission of the Studio is to support students’ learning and work as a writer in the university community through one-on-one and small group collaborative sessions. Students who desire to improve their writing skills can make an appointment at the NCCU Writing Studio by contacting the Writing Studio at <http://www.nccu.edu/academics/universitycollege/writingstudio/index.cfm> or 919.530.6035 for more information.

**Guidelines for Online “Class” Etiquette, Discussion, and Communication**

1. Any information shared within this course is to remain confidential.
2. It is expected that students check email **at least once daily**. If you have any questions or concerns please feel free to contact the instructor via email.
3. Everyone is expected to respect each other in the classroom. There are always a diversity of experiences and values. I expect that we will all respect others and be mindful of others.
4. Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are communicating in class. It is important that there be respectful and conscientious dialogue in class.
5. Other students and the instructor will provide each student feedback. Therefore, all feedback should be constructive and sensitive.

# ****Plagiarism**** and Academic Integrity

**Plagiarism is the act of taking credit for someone else's work.** In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is a violation of **intellectual property law. P**lagiarism is more than just a violation of school policies and a professor's trust.

**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** . 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.

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

**\*Notes:**

* 1. Each student will be required to create a **Private YouTube Channel** to upload their videos. Information on how to create a private YouTube Channel are located on the course’s main Blackboard page under the heading, “*How to Build a Private YouTube Channel*” or at <http://smallbusiness.chron.com/build-private-youtube-channel-59230.html> .
	2. Each student is required to post the link to each of their recordings under the *Video Discussions* headings on the course’s Blackboard main page. Please ensure your post the correct YouTube link under its corresponding video heading (i.e., Video 1 Links, Video 2 Links, etc.).
1. The first recorded session will be a brief 15 minute recordings that asses your natural interviewing/counseling style and requires a **transcript** of your session. Details for this assignment are found in the Weekly Assignment. Be sure to include a client feedback form and an informed consent form. These forms are also found on the Coursemate/ Cengaigebrain site. Use your assess code to download copies. The deadline for each submission is indicated on the course syllabus.

**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.

1. The second counseling session will be completed during the Career Counseling/Pre-Practicum Residency (June 15-17). Each student will conduct a **30 minute role-play session** with one of their classmates. This session will focus on: **1**) empathy; and **2**) basic counseling techniques (i.e., active listening, body language, tone, and use of open/closed questions). Following each counseling session a feedback forum, composed of fellow students, will provide helpful recommendations and evaluations.
2. The third, fourth, and fifth counseling session recordings will be completed by the due dates stated on the syllabus. These counseling sessions will your mastery of the basic counseling microskills. The details for these assignments can be found under the corresponding Weekly Assignment on Blackboard. These are 30 minute recording and do 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 sixth counseling session (Final Recording) will be due on the due date specified on the course syllabus. 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 45 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 Recording 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:**

● **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:** 30> pages including responses to questions and reflections.

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

1. **Mid-Program Portfolio Review (June 16, 2016).** 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 15-30 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.
2. **Mid-term Exam.** The mid-term exam will cover information listed in the weekly assignments. The mid-term exam will cover information from Week 1 to and including information presented the week of the mid-term exam.
3. **Participation/Feedback.** Counseling is often a collaborative effort among counseling professionals. As such, each student is required to view and provide feedback to fellow students’ videos/counseling sessions 1, 2, 3, 4 & 5. Each students should complete an evaluation form (the same form you use for evaluating your own recordings) and upload 1 copy to Blackboard and email 1 copy to the student. You should upload a total of 5 student evaluations (*Video 1, Residency Counseling Session, Video 2, Video 3, Video 4, Video 5*).

# Grading Scale

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| **Assignment** | **Points** |
| **Participation/Feedback (5 x 20pts each)** | **100** |
| **First Tape/Transcript/Self-evaluation**  | **50** |
| **Second Tape/Self-evaluation** | **50** |
| **Third Tape/Self-evaluation** | **50** |
| **Fourth Tape/ Self-evaluation**  | **50** |
| **Fifth Tape/Self-evaluation** | **50** |
| **Sixth Tape/Self-evaluation** | **100** |
|  |  |
| **Genograms** | **50** |
| **Portfolio of Competence**  | **100** |
| **Mid-term Exam**  | **100** |
|  |  |
| **Total Points** | **700** |

**Grade Equivalent**

630> A

559-629 B

488-558 C

417-487 D

417< F

**COURSE OUTLINE:**

| **Structure Type** | **Learning Activities** |
| --- | --- |
| Week 1 | **Readings**1. Chapter1-Towards Intentional Interviewing , Counseling and Psychotherapy
2. Chapter 2-Ethics, Multicultural Competence, and the Positive Psychology and Wellness

**Assignments**1. Begin Portfolio of Competence (POC) - page 27. Include Respectful Model.
2. **WebEx Class Meeting: Thursday, May 26, 7pm-8pm (Optional).**
	1. Introductions, Expectations, and Course Overview
	2. Discussion of Syllabus

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| Week 2 | **Readings**1. Chapter 3- Attending Behaviors and Empathy
2. Chapter 4- Observation Skills

**Assignments**1. First Tape/Self-evaluation due no later than 11:59PM EST June 6, 2016.
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| Week 3 | **Readings**1. Chapter 5- Questions: Opening Communications

Key Skills of Active Listening1. Chapter 6- Encouraging, Paraphrasing, and Summarizing

**Assignments**1. First Tape/Student Feedback due no later than 11:59PM EST June 13, 2016.
2. **WebEx Class Meeting: Tuesday June 7, 7pm-9pm.**
	1. First Tape Discussion
	2. Mid-Program Review Preparation Discussion
	3. Discuss times and dates of future WebEx meetings.
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| Week 4 | **Readings**1. Chapter 7- Reflecting Feelings: A Foundation of Client Experiences
2. Chapter 8- How to Conduct a Five Stage Counseling Session Using only Listening Skills

**Assignments**1. **\*Career Counseling/Pre-Practicum Summer Residency: June 15- 17, 2016.**
2. **\*JUNE 16, 2016 MID-PROGRAM REVIEWS.**
3. Second Counseling Session: Live Role-Play and Evaluation
4. Second Counseling Session/Student Feedback
 |
| Week 5 | **Readings**1. Review all previous assignments and notes.

**Assignments**1. **Portfolio of Competence (POC) (Part 1: Chapters 1-8) due no later than Monday at 11:59PM EST June 27, 2016.**
2. **Mid-term Exam due no later than Monday at 11:59PM EST June 27, 2016.**
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| Week 6 | **Readings**1. Chapter 9-Focusing the Counseling Session: Exploring the Story from Multiple Perspectives
2. Chapter 10- Empathic Confrontation and creating the NEW: Identifying and Challenging Client Conflict

**Assignments**1. Third Tape/Self-evaluation due no later than 11:59PM EST July 5, 2016.
2. Genogram Assignments Due- Reflections are Foliotek assignments. Due no later than 11:59PM EST July 5, 2016.
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| Week 7 | **Readings**1. Chapter 11- Reflection of Meaning and Interpretation/ Reframing: Helping Clients Re-story Their Lives
2. Chapter 12- Self-Disclosures and Feedback

**Assignments**1. Fourth Tape/Self-evaluation due no later than 11:59PM EST July 11, 2016
2. Third Tape/Student Feedback due no later than 11:59PM EST June 11, 2016.
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| Week 8 | **Readings**1. Chapter13- Concrete Action for Client Change
2. Chapter14- Skill Integration: Putting It All Together /Plan Final Recording

**Assignments**1. Fifth Tape/Self-evaluation due no later than 11:59PM EST July 18, 2016.
2. Fourth Tape/Student Feedback due no later than 11:59PM EST July 18, 2016
 |
| Week 9 | **Readings**1. Chapter15- How to Use Microskills and the Five Stages
2. Chapter16-Determining Personal Style and Theoretical /Practical Integration Competed

**Assignments**1. Portfolio of Competence (Part 2) due no later than 11:59PM EST July 25, 2016.
2. Fifth Tape/Student Feedback due no later than 11:59PM EST July 25, 2016
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| Week 10 | **Readings**Review all course readings and notes**Assignments**1. Sixth Tape/Self-evaluation (Final Evaluation) due no later 11:59PM August 1, 2016.
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**\* 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.

**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.