**Department of Allied Professions**

**Counselor Education Program**

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# CON 5271-101 Prepracticum in Counseling Skills

**Fall 2017**

**Monday 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 2:00-4:00 PM; Tuesday 2:00-4:00 PM; Wednesday 3:00-5:00 PM and Thursday1:00-4:00. Online at Google Hang out (Gwen Newsome); Skype (JourneyPro Newsome)

Other times 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 to 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 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***.

[www.nccuCounseling.com](file:///F:\Spring%202010\Profssional%20Orientation%20toCounseling\www.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. (2018). *Intentional interviewing and counseling. Facilitating*

*client development in a multicultural society*. (9thed.) Pacific Grove, CA: Brooks/Cole.

**Required Supplemental Materials:**

***Video recorder****.*  A digital video recorder will be needed for practicing and critiquing counseling skills throughout the semester. If your video recording requires an adapter for replay, make sure to include the adapter when turning in assignments. You may use any type digital recording device including your smartphone, iPad, etc. if it has those capabilities. Just be sure the recordings can be downloaded to a computer, flash drive or burned to a CD. You may also consider YouTube or’ a cloud storage service such as Dropbox. Samar, a useful file converter program can be found at http://www.zamzar.com

**Required Student Assessment Tool:**

**Electronic Portfolio**

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

Maintaining this electronic portfolio is a REQUIREMENT for continued enrollment as a degree-seeking student 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.

**Student Learning Outcomes**

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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 play | Recording assignments, class discussions, examinations, and quizzes |
| Identify and use effective questioning skills( CACREP II.G.5.c) | Class readings, lecture, and role play | 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) |

**CACREP STANDARDS**

***2.F.2. SOCIAL AND CULTURAL* DIVERSITY** -

* + 1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
    2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
    3. multicultural counseling competencies
    4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
    5. the effects of power and privilege for counselors and clients
    6. help-seeking behaviors of diverse clients
    7. the impact of spiritual beliefs on clients’ and counselors’ worldviews
    8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

***2.G.5 COUNSELING AND HELPING RELATIONSHIPS***

* + 1. theories and models of counseling
    2. counselor characteristics and behaviors that influence the counseling process
    3. essential interviewing, counseling, and case conceptualization skills
    4. evidence-based counseling strategies and techniques for prevention and intervention
    5. suicide prevention models and strategies
    6. processes for aiding students in developing a personal model of counseling

**School Counseling Track:**

[Council for the Accreditation of Educator Preparation](http://r.search.yahoo.com/_ylt=A0LEVrggsJBZsOIAdJInnIlQ;_ylu=X3oDMTByOHZyb21tBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNlYwNzcg--/RV=2/RE=1502683296/RO=10/RU=http%3a%2f%2fcaepnet.org%2f/RK=1/RS=7uWKzI3zOhOPEYobqDpz9W.LiDo-)

CAEP Standards for Advanced Programs follow two principles: 1.) that programs graduate competent and caring educators with dispositions that include a professional commitment and responsibility to treat students/children fairly, while recognizing that all children can learn and 2.) there is evidence that programs have created a culture of evidence and use it to maintain and enhance quality programs and professionals.

**COURSE OUTLINE: \***

**CLASS TOPICS & ACTIVITIES**

**August 14** Introductions, Expectations, and Course Overview

Discussion of Syllabus

As We Begin: Interviewing and Counseling As Art and Science

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

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

**21 Chapter 2**-Ethics, Multicultural Competence, Positive Psychology, and Wellness Approach

**First Recording Due**

BEGIN DEVELOPING COMPETENCE PORTFOLIO

**28** **Chapter 3**- Attending Behavior and Empathy

(First Day in Lab. Demonstrations)

Practicum /Internship Concerns/ Dr. Dames

**September 4** **Labor Day Holiday- NO CLASS**

**11 Chapter 4-** Observation Skills

**18 Chapter 5**- Questions: Open Communications

**Dr. Dames – Practicum/Internship**

**25 Chapter 6**- Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening

**October 2** **Chapter 7**- Reflecting Feelings: A Foundation of Client Experience

**Competence Portfolio Check (Chapter 1-7 uploaded to Bb)**

**October 3-4** *Tentative* **Mid-Program Review-** To sign up for the review go to www.nccuCounseling.com.

**9 Chapter 8**- How to Conduct a Five-Stage Counseling Session Using Only Listening Skills/ Plan Second Taping

**Midterm Assessment/Online after class**

**16** **No Class (Fall Break)**

**23** **Chapter 9**- Focusing the Counseling Session; Exploring the Story from Multiple Perspectives

**Second Recording & Self-Evaluation Due**

**30 Chapter 10**-Empathic Confrontation and the creative *NEW*: Identifying and challenging Client Conflict

**November 6 Genogram Assignments Due- Reflections are Foliotek assignments.**

**13 Chapter 11**- Reflection of Meaning and Interpretation/ Reframing: Helping Clients Restory Their Lives

**20 Chapter12**-Self-Disclosure and Feedback: Immediacy and Genuineness in Counseling and Therapy

**Chapter14-** Skill Integration, Decisional Counseling, Treatment Planning, and Relapse Prevention

**27 Chapter13**- Concrete Action Strategies for Client Change: Logical Consequences, Instruction/Psychoeducation, Stress Management, and Therapeutic Lifestyle Changes

**Chapter 15-** How to Use Microskills and the Five Stages with Theories of Counseling and Psychotherapy

**FINAL RECORDING WITH SELF-EVALUATION DUE (Final Examination)**

**Chapter16**-Determining Personal Style and Theoretical /Practical Integration

**Digital Competence Portfolio Due on BB**

**\* Syllabus 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 notice of any changes in due dates or assignments in advance.

**COURSE REQUIREMENTS**

***Attendance:***

**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 recording, 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 and selected CD activities will be completed. They should be incorporated into your Portfolio of Competence. If there are extreme emergency situations that cause you miss to 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 critiquing counseling skills throughout the course by way of lab role-plays and practice sessions. Students are required to recording and complete written self-evaluations of selected practice activities in class. Remember to bring a recorder to record class activities for later critique. These forms can be found on your CD as rich format text (rft).

**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.

**4**. 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. Be thoughtful in the development of this document as it will be incorporated into your final grade. Whenever possible or appropriate, include references to content from your text, class discussion or CD Rom. 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 and will be presented as ONE document via Blackboard. Please follow the directions under ASSIGNMENTS for submission. 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)

**5**. A family and community genogram assignment is done in this class. Specific details will be provided in class. Your 2- page reaction to this assignment will be placed in **Foliotek**. (CACREP II.G.5.c)

**6**. It is expected that youwill complete weekly practiceexercises from the Ivey text and weekly practices as specified by the instructor.

**7. Mid-Program Portfolio Review**

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 ther 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.** Each student will be required to present **three -recorded video interviews**. The first recording will be a brief 15 min. recording that assesses your natural interviewing/counseling style. The second recordingd counseling session should be completed at mid-semester and will assess your basic listening skills and your knowledge of the structure of a well formed counseling interview. The third session (the Final Recording) will be due at the end of the semester. This recording will incorporate a verbatim transcript and the incorporation the analysis of counseling skills related to case conceptualization and treatment planning. Each recording will be accompanied by a written self-evaluation and critique, and will be graded by the instructor. Guidelines for the development of these critiques are posted on Blackboard under assignments. 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 Recording will require that you spend several hours reviewing, analyzing, and critiquing your counseling session to provide a meaningful learning experience. **The Final Recording will serve as your Final Written Exam. Your self-evaluations and recordings should be submitted by following the direction under assignments. DO NOT PLACE THESE NARRATIVES IN THE DROPBOX.**

**9.** Since there will not be a final examination for this course; unannounced 5- 10 item quizzes will be administered throughout the semester at the discretion of the instructor.

# Grading Rubric Points

*Participation*

Class Participation

Pop Quizzes 100

First Recording/

Self-evaluation 25

Mid-term Recording/

Self-evaluation 100

Genograms 25

Portfolio of Competence 100

(50/50)

Mid-term Exam 75

Final Recording/

Self-Evaluation 125

#### Total 580

**Grade Equivalent**

522> A

464> B

406> C

348> D

**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.”

**Students who need accommodations**:

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building.  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.

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 regarding 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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***\*CAVEAT: Contents of course assignments and expectations are subject to change due to the dynamic***

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

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

Ivey, A.E., D’Andrea, M.D. , Ivey, M.B. & Simek-Morgan, L., (2002*). Theories of counseling and*

*psychotherapy: A multicultural perspective*. Boston, MA: Allyn Bacon.

Robinson, T.L. (2005). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*

*(2nd 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.