

CON5371 Syllabus
Pre-practicum in Counseling Skills
 Fall 2018

Counselor Education Program, Department of Allied Professions
 School of Education, North Carolina Central University

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	Class time: Monday 5-7:30pm

COUNSELOR EDUCATION MISSION STATEMENT



The Counselor Education Program at North Carolina Central University prepares counselors to work with children and adults in a variety of settings. The primary focus of the program is to prepare professional counselors who can promote human growth and development in rural and urban settings. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. The program makes an intentional effort to serve a diverse group of students (diverse across race, gender, age, and ethnicity). A major emphasis of the training is on clinical experiences in partnership with local agencies. These partnerships foster an understanding of multicultural and diverse populations and mastering counseling techniques that promote their empowerment in rural and urban settings. The program aims to develop professional counselors who are agency leaders and advocates for systemic change. Faculty in the program is expected to teach, mentor, provide service to the community, present at local and national conferences and conduct program relevant research.

I. COURSE DESCRIPTION

Prerequisites: Phase 1 completion. An opportunity is provided for candidates 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 classes. This is a practice-oriented course with major emphasis on applying counseling techniques, considering multicultural issues and analyzing counseling style and performance through a reflection and self-evaluation process. Candidates must achieve a grade of B or better in this course before placement in CON 5372 and or CON 5390.

II. METHODS OF INSTRUCTION

This course will be delivered on campus and makes use of a variety of instructional methods, including but not limited to: class readings, group discussion, role-plays, peer feedback, tape analysis.

III. STUDENT LEARNING OUTCOMES

Con 5371 Student Learning Outcomes	Method for Obtaining Outcome	Method for Evaluation of Outcome
The corresponding CACREP standards met in this class are		

listed here. At the completion of this course the candidate will be able to:		
Describe theories and models of counseling and consultation (CACREP II. 5. a., c.)	Class readings, lecture, and role play	Recording assignments, class discussions, skill portfolio, class facilitation
Utilize a systems approach to conceptualizing clients (CACREP II. 5. b.)	Class readings, lecture, and role play	Recording assignments, class discussions, genogram, mid-term and final skill recordings
Practice ethically and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships, including identifying the impact of technology on the counseling process (CACREP II. 5. d., e.)	Class readings, lecture, and role play	Recording assignments, skill portfolio, mid-term and final skill recordings
Identify and implement counselor characteristics and behaviors that influence the counseling process (CACREP II. 5. f.)	Class readings, lecture, and role play	Recording assignments, skill portfolio, mid-term and final skill recordings
Use essential interviewing, counseling, and case conceptualization skills (CACREP II. 5. g.)	Class readings, lecture, and role play	Recording assignments, mid-term and final skill recordings
Practice creating relevant counseling plans and measurable outcomes (CACREP II. 5. h., i.)	Class readings, lecture, and role play	Recording assignments, skill portfolio, mid-term and final skill recordings
Identify evidence-based counseling strategies and techniques for prevention and intervention, as well as consider how to connect clients with community resources (CACREP II. 5. j., k.)	Class readings, lecture, and role play	Class discussions, skill portfolio, class facilitation, mid-term and final skill recordings
Describe suicide prevention models and strategies; crisis intervention and trauma informed care (CACREP II. 5. l., m.)	Class readings, lecture, and role play	Class discussions, mid-term and final skill recordings
Integrate content towards development of a personal model of counseling (CACREP II. 5. n.)	Class readings, lecture, and role play	Recording assignments, class discussions, genogram, mid-term and final skill recordings

IV. TEXTS, MATERIALS, AND RESOURCES

Required textbook

Young, M. (2017). Learning the art of helping: Building blocks and techniques (6th ed.). Boston: Pearson. ISBN 13: 978-0-13-416578-3.

Additional required readings will be made available on Blackboard throughout the semester.

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>), YouTube, or a flash drive for turning these recording in for grading.

Online resources

<http://www.nccuCounseling.com>: Counselor Education at NCCU.

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

<http://blog.apastyle.org/>: Writing experts comment on the APA writing style.

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>: APA tutorial site.

<http://www.counseling.org/>: American Counseling Association.

<http://www.amhca.org/> - American Mental Health Counselors Association.

<http://ncblpc.org>: Information regarding licensure.

V. BLACKBOARD

The syllabus, assignments, grading rubrics, readings, and other materials related to the course can be found on Blackboard. **Please ensure that you have complete access to the course on Blackboard by the end of the first week of class.** If you have questions about your Blackboard (Bb) account, please contact the campus Helpdesk at nccu.edu/facultyandstaff/its/helpdesk.cfm or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676. Not knowing how to use various functions of Blackboard is not an acceptable reason for not completing assignments.

VI. COURSE POLICIES

Attendance

Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. Our meetings will consist of experiential activities, skills practice, and active discussions about the readings and course assignments. ***Two unexcused absences will result in a deduction of three points from the final grade and three absences will result in five points deduction. More than three absences will result in an F grade.*** In addition, it is expected that all assignments will be handed in on time. Students are encouraged to reach out to the instructor with any questions/concerns and asked to inform the instructor of any potential issues in regard to attendance/participation. Any assignment or homework handed in late will receive reductions in five points for each day late.

Assignments

- All assignments must be completed and turned in on time. Assignments must be turned in via Blackboard by **11:59 PM on the day that they are due**. Late assignments are subject to grade penalties. Five points will be deducted for each day the assignment is late. For example, if 15 points are possible for an assignment, only 10 are possible for an assignment turned in one day late, 5 points are possible

for an assignment turned in two days late, etc. **If you do turn in an assignment late, please *email* the instructor and let her know.**

- All written assignments are to be typed in Times New Roman, 12-point font, double-spaced, with 1” margins and a cover page. All sources used must be referenced in APA style. Cover pages and reference pages are not counted toward the required page length. A (homemade) APA style template is available on Blackboard.

****Note: you do not need to include an abstract for your course papers and all section headings will be determined by your organization for your paper (i.e., they will not follow a typical research article format). ****

Emails

By and large, I will respond to emails within 24 hours during the school week and within 48 hours on the weekends. Emails with questions about assignments due that week should be sent to me at least 48 hours prior to the due date.

Respect

- Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.
- Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in grade deductions.
- Emotional safety is paramount. Disrespecting another’s racial, religious, sexual, or other identity; attacking another’s point of view; etc. will not be tolerated.

Academic Honesty Policy

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of “F” in the course.

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services

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 Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@ncu.edu to discuss the programs and services offered by

SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/SAS and logging into **Eagle Accommodate**. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with the Office of Student Accessibility Services.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be **responsible employees** and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- **Student Advocacy Coordinator.** The Student Advocacy Coordinator 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, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, studentadvocacy@nccu.edu.
- **Counseling Center.** The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- **University Police Department.** The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Foliotek Statement

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must

maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional portfolio and file storage.

VII. COURSE ASSIGNMENTS

A) Participation (50 points)

1. Class will include discussions, experiential activities, self-reflection, and role-play exercises. You are expected to be fully engaged in these activities. Engagement includes attendance, completion of out-of-class readings and tasks, as well as active contributions. (40 points)
2. You will receive the remaining 10 points based on your participation during class discussions and activities. Class will include group discussions as well as applied exercises designed to enhance your understanding of counseling skills. *Students are expected to read all assignments prior to class and come to class prepared to share, engage, and participate.* You will assess yourself on the basis of the following parameters at the end of the semester by providing yourself a number of points out of 10 total and providing a 4-5 sentence rationale for this grade. (10 points)

- *Student always contributes to the in-class discussion and class activities. The following constitute participation: raising thoughtful questions, contributing to class discussion by building on other's ideas, communicating understanding of the readings, participating fully in small-group experiential activities Up to 10 points.*
- *Student sometimes contributes to the in-class discussion and class activities in the aforementioned ways: Up to 7 points.*
- *Student rarely contributes to the in-class discussion and class activities in the aforementioned ways: Up to 3 points.*
- *Student never contributes to the in-class and class activities in the aforementioned ways: 0 points.*

B) Genogram of the Self in Context (80 points)

The purpose of this assignment is to identify family/cultural patterns that influence your values, beliefs, biases and perspectives and identify personal identities that may be privileged or marginalized. Moreover, you will have an opportunity to engage with a group of students in the class who differ from you in some way to more fully understand how cultural background, upbringing, and other demographic markers shape us. This assignment will be completed in two parts.

Part I (50 points): You will complete a Cultural Genogram of your own family tree, providing insight into some of the factors that have shaped your beliefs, values, and perspectives. For this assignment you are welcome to think of family as broadly as you like (e.g., if a neighbor, friend, or religious leader had a strong influence on your life you may incorporate them too). Examples of genogram formats will be provided in Canvas. You are welcome to make this as creative or as straightforward as you like (i.e., if you want to use a posterboard, photos, art supplies to decorate your genogram please be my guest; if you prefer to use an app such as draw.io to create your genogram that will suffice too.) The genogram will be due in class on **September 10.**

When completing both assignments, some important areas to think about are (Label at least 7 areas below on your genogram). One of the areas must include areas of privilege and marginalization in your life (in other words, you must incorporate #14 as one of your 7 areas).

1. Family history
2. Values, beliefs, and traditions
3. Traits you associate with yourself and insights into their development
4. Important life events that occurred that have affected you
5. Key relationships between family members
6. Patterns and preferences you notice about yourself
7. What characteristics of people do you gravitate toward or away from?
8. Are there patterns in your life that might influence your ability to help others?
9. Characteristics of family members that you gravitate toward... or away from?
10. Traumas?
11. Substance use and/or abuse? Mental illness? Physical illness?
12. Core beliefs or cultural values? Are there certain topics that you feel especially strongly about? (Political? Religious? Spiritual?)
13. Messages about how life “should” be?
14. Areas of privilege or marginalization in your life

You will be graded as follows:

- *Comprehensive inclusion of at least three generations within your family tree, using appropriate symbolism, legends, labels, etc.; 7 areas of those listed above are clearly labeled: Up to 40 points*
- *Label areas of power, privilege and marginalization: Up to 7 points*
- *Visual quality of the actual genogram: Up to 3 points*

Part II (30 points): You will also participate in a small group meeting (with 2-3 other peers) during class on **September 10** where you will bring your genograms and discuss them during the class. I will provide discussion questions that you may use to interact with your group members to better understand how your values, beliefs and perspectives may impact the helping relationship and those you work with. After the class, you will write a short reflection paper (2 double spaced pages) where you reflect upon any insights you gained from the group experience, areas of privilege/marginalization based on your cultural background, values, beliefs, or perspectives that differ from those in your group that became clear after your discussion, and how these realizations may have implications for your work as a counselor. The reflection paper is due on **September 17**. Some ideas to think about for your paper are,

1. How has your background (e.g., experiences, upbringing, and family dynamics) shaped your values, beliefs, or worldview?
2. How has your background influenced your professional interests/career?
3. What was it like talking with your peers about your genogram? Conversely, what was it like to hear from them?
4. What ways could your values, beliefs, or perspectives facilitate or hinder a helping opportunity or experience?

You will be graded as follows:

- *Meaningful and engaging conversation, with a focus on aspects that contributed significantly to your development as evident in your genogram: Up to 10 points*
- *Reflection paper, 2 double-spaced pages that address the four topics above: Up to 20 points.*

C) Mid-Semester Skills Assessment (100 points)

This mid-semester assessment will function as your midterm exam for the course and will demonstrate your awareness of various skills we have covered up to this point in the course. For this assessment you will create a recording of an abbreviated intake session (between 30 - 40 minutes) role-play. You will partner with someone in the class to complete this role-play during class time. You will then independently/outside of class time listen to the full tape, identify a 10-minute section of the tape that reflects some important elements of an intake (i.e., rapport building, safety assessment, gathering background information, broaching), and analyze your own tape for your effective use of counseling skills.

There are three requirements for this assignment:

1. Create and turn-in to Blackboard your full recording containing the 10-minute section you have analyzed.
2. Develop and turn-in to Blackboard a transcript (verbatim depiction of what you and the client say to one another, including description of any important non-verbals) of the 10-minute section. Note the minute markers of the tape you have selected (i.e., 12:24 – 22:24). For each counselor response, use the highlighter to mark which skill you used (you can create your key with the different skills used and which color corresponds to each skill at the top of the document). Next, identify three counseling skills that you accurately used in this transcript- label them in the transcript. Finally, identify three moments where you either missed an opportunity to use a counseling skill or where you want to modify your response to the client (e.g., if you used a close-ended question but wish you had used an open-ended question you would note this and provide the new open-ended question in writing).
3. Along with the tape and transcript, write a two-page reflection paper explaining three of your intentions as the helper, at least one skill you used to fulfill each intention during the session, and the impact that those skills had on your client in the session.

Remember, there are a variety of ways to use the skills and you will not be expected to use a particular skill at a particular time in the session. Counseling is an **art** and a science. Therefore, you will be evaluated based on your use of the skills and whether or not that skill (e.g., reflection) accurately captures the client's statement or communicates that the client is heard and is in a safe space to share private information.

While this is a mid-semester assessment, it is also a learning experience and a way to practice your skills and receive feedback for improvement. Below are some of the skills you might use during your session. I have only included skills below that we will have covered at midterm:

1. Reflection of feeling
2. Reflection of content
3. Open Question
4. Closed Question

5. Empathy
6. Summary
7. Unconditional positive regard
8. Affirmation
9. Attending/Listening
10. Minimal Encouragers

You will be graded as follows:

- *Video/Recording of Skills* 10-minute role-play of counseling skills: Up to 20 points
- *Transcript* typed according to recording/video and clearly labels at least five skills: Up to 30 points
- *Intentions* Meaningful two-page reflection paper outlining at least three intentions/skills and impact on client: Up to 50 points

D) Skill Portfolio (150 points)

For each week we cover a counseling skill and engage in role-play practice you will complete the following skill diagram. You should collect these diagrams in a word document such that at the end of the semester you have a complete collection reviewing each skill.

Skill:

Name the skill you are diagraming this week.

Definition:

Provide definition of skill informed by our text.

Summary of additional information about skill:

Expand on the above definition by noting relevant information presented in course materials or group discussions. You should describe at least three new points (e.g., immediacy should be used in the context of a strong counseling relationship because...)

Provide 1 example of this skill in action during your taped role-play:

Include the verbatim response you made to the client (e.g., "I noticed that when you said that, you looked off into the distance and sighed."). Next, describe what it accomplished with the client and how (note: try to connect this to the above definition/summary).

Provide 1 example of a missed opportunity to use this skill in your role-play:

How could you have incorporated this skill more or deployed it more effectively?

Your skill portfolio will be graded as follows:

- *Completeness and thoroughness* of your entries: Up to 75 points
- *Analytical skills demonstrated in example sections*: Up to 75 points

E) Class Facilitation (50 points)

For this assignment you will work with 1 or 2 other students to provide a synopsis of the week's reading and lead a class-discussion that goes beyond the course materials. Please see course schedule below for potential dates and topics. I will discuss with your group how we can divide the material.

As facilitators, you should thoroughly read the assigned pages and find a *meaningful* way to condense and present the content and concepts to the rest of the class. You must **provide a brief one page outline/handout** of the reading and major concepts for your classmates. In order to fulfill the requirement of extending your discussion "beyond the course material," I encourage you to relate a topic of discussion to a current event or a related theory or approach in your career field. You can be creative with this activity; there are not many limits to what you can discuss as long as it relates to our topic that week. You can also meet with me to discuss your ideas beforehand. Bring discussion questions to the class you are leading so that your group is prepared.

The entire presentation and discussion facilitation should take 45-50 minutes of class time; think carefully about how to best use this time. You may use 5 power point slides or less if you like. The hope in limiting slides is that we can have a more experiential or discussion oriented experience. **Please plan to send your outline, discussion questions, and ideas to me by email at least one week prior to class.** I will provide you with feedback before your presentation. If your group needs assistance with your class facilitation, you may email me to schedule a meeting. I am available to assist you.

You will be graded as follows:

- *Comprehensive discussion of the most important concepts covered in the week's reading(s), discussion extends beyond the course material*: Up to 30 points
- *Meaningful engagement of class members in the learning experience*: Up to 10 points
- *Quality of discussion (e.g., well organized outline/handout; in depth questions that encourage discussion)*: Up to 10 points

Due: _____
(Fill in your presentation date above)

F) Final Skills Assessment (150 points)

Your final will take on the same format as the midterm skills assessment. You will be evaluating yourself in applying a theory-informed intervention of your choice. Again, within the 30-40 minute total recording you will identify a 10-minute portion to create a transcript using color-coded highlights to indicate how you classify your responses to the client (i.e., which skills are you using throughout). In a 3-page reflection paper you will cover the following two topic areas:

1. How has your use of skills progressed from midterm to final? Compare and contrast what you made use of then versus now. Where are areas for continued growth? What are your self-critiques and how will you adapt these areas in the future?
2. How did you select the intervention that you used in session? How was the intervention informed by theory? What was the client's response? What would you amend about your approach to the intervention?

Remember that though you will need to focus on intentionally planning out how to incorporate an intervention in session, you should also be demonstrating the following facilitative counseling skills along the way: nonverbal attending skills, appropriate presence, paraphrasing, reflection of content, reflection of meaning, reflection of feeling, open/closed questions (probing), broaching/multicultural considerations insight/interpretation, immediacy or challenge, and empathy.

You will be graded as follows:

- *Video/Recording of Skills* 10-minute role-play of counseling skills: Up to 30 points
- *Transcript* typed according to recording/video and clearly labels at least five skills: Up to 40 points
- *Intentions* Meaningful two-page reflection paper outlining at least three intentions/skills and impact on client: Up to 80 points

VIII. COURSE EVALUATION


Assignment	Due Date	Points
Participation	-Instructor ongoing evaluation (40 points) -Self eval. due 11/19 by 11:59pm to BB (10 points)	50
Genogram	-Due 9/10 by 5pm in class for discussion (hard copy or electronic copy to BB) -2 page reflection on discussion due 9/17 by 11:59pm to BB	80
Midterm tape analysis	Due 10/8 by 11:59PM to BB	100
Final tape analysis	Due 11/19 by 11:59PM to BB	150
Class facilitation	Due as assigned	50
Skill portfolio	Due 11/5 by 11:59PM to BB	150
	TOTAL	580

Grading Scale:

A	522-580
B	464-521
C	406-463
F	< 405

Course Schedule

Date	Focus	Readings due
Week 1 August 13-17	Introduction to the course	Readings due: <i>none</i>
Week 2 August 20-24	The person of the helper The therapeutic relationship	Readings due: <i>Young, Chs. 1 & 2</i> <i>Kottler & Blau (1989) Ch. 5</i>
Week 3 August 27-31	Invitational skills and collaboration	Readings due: <i>Young, Ch. 3</i> <i>Teyber (1997) Ch. 2</i>
Week 4 September 4-7 NO CLASS ON Labor Day 9/3	**FLIPPED CLASS (on BB)** Cultural self-awareness, diversity, values, & multiculturalism	Readings due: <i>Young, Ch. 12</i> <i>Ratts & Pedersen (2014) Ch. 3</i>
Week 5 September 10-14	Multicultural competence & cultural exchanges	Readings due: <i>Multicultural & Social Justice Competencies (Skim)</i> <i>Day-Vines et al. (2007)</i> Assignments due: Genogram In-class discussion

Week 6 September 17-21	Listening skills and the art of paraphrasing	Readings due: <i>Young, Ch. 4</i> <i>Nichols, M. P. (1995) Ch.1 & 2</i> Assignments due: Genogram reflection paper
Week 7 September 24-28	Reflections of feeling and meaning Paraphrasing	Readings due: <i>Young, Ch. 5 & 6</i>
Week 8 October 1-5	Challenging skills and resistance to change	Readings due: <i>Young, Ch. 7</i> <i>Teyber (1997) Ch. 3</i> <i>Bugental & Bugental (1984)</i>
Week 9 October 8-12	Collaborative goal setting	Readings due: <i>Young, Ch. 8</i> <i>Ratts & Pederson (2014) Ch. 4</i> Assignment due: Mid-semester Skills Assessment
Week 10 October 17-19 NO CLASS during Fall break 10/15-10/16		
Week 11 October 22-26	Change Techniques and empowerment Group 1 Presentation _____	Readings due: <i>Young, Ch. 9</i> <i>McWhirter (1991)</i>
Week 12 October 29- November 2	Change Techniques and building motivation Group 2 Presentation _____	Readings due: <i>Young, Ch. 10</i> <i>MI Reading (TBD)</i>

Week 13 November 5-9	Ending Helping Relationships Group 3 Presentation _____	<i>Readings due:</i> <i>Young, Ch. 11</i> <i>Ward, 1984</i> Assignments due: Skill portfolio
Week 14 November 12-16	Self-care, Burnout, and Wellness	<i>Readings due:</i> <i>Lee & Miller, 2013</i> <i>Self-Care Assessment</i> <i>Self-Care Plan</i>
Week 15 November 19 and 20	Learning Community Potluck!	<i>Readings due: TBD</i> Assignments due: Final tape analysis, Self evaluation of participation

*****Schedule is tentative and subject to change at any time.***