## North Carolina Central University

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## HM Michaux School of Education

**Department of Counselor Education**

# CON 5371-101 Pre-Practicum Counseling Skills

**1078/Counseling Lab**

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

**Spring 2013**

North Carolina Central University

*“Communicating to Succeed”*

***The School of Education’s Vision:*** *To become an international community of scholars who are culturally responsive educators and practitioners*

**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.

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**Office Hours:** Mondays 4:00-7:00pm, Tuesdays 1:00-3:00pm, Wednesdays 1:00-3:00

and Thursdays 3:00-6:00pm (**Other times by appointment)**

**TEXTBOOKS AND MATERIALS**

**Required Primary Text:**

Ivey, A.E. & Bradford Ivey, M. (2009). *Intentional interviewing and counseling. Facilitating*

*client development in a multicultural society*. (7thed.) 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 videotape requires an adapter for re-play, 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.

*Interactive Counseling Resource CD-ROM.* This CD is shrink-wrapped with your text. Your CD-ROM provides a number of enrichment tools to enhance your classroom learning experience. You will find client feedback forms, informed consent and feedback forms for microskills practiced in class. There are also videos that demonstrate the skills. To access these materials insert your CD into the CD drive on your computer and familiarize yourself with content you may select. The *enter home* menu provides information on each chapter discussed in class with related forms. Alternately, you may right click open the CD and scroll to RFT files. There you will find word documents of important class documents. Specifically look for your portfolio of competence materials (POC) for each microskill learned in class. In the development of your portfolio of competence make sure that you complete the assessments found in chapters and two as these assessments and exercises are important elements of the POC and serve as pre and post assessment for Con 5371. Also chapter 13 and 15 contain important forms for your midterm and final recordings.

**Required Student Assessment Tool:**

**Electronic Portfolio**

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

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 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.

**Confidentiality:**

As with the practice of counseling itself, some class discussions may be confidential in nature. While the learning environment is different from a clinical setting, growing self-awareness often involves self-disclosure. Should they occur, these disclosures should be treated as confidential information not divulged outside of the classroom environment with non-class members or instructors without permission. Also, class role-plays may be recorded and posted to private class websites. The passwords to these sites should not be shared with persons not enrolled in this class. The contents of these sites will be removed at the end of the semester. Care should be taken to make sure that any recording made on smartphones or tablets are encoded and for your viewing only.

**COURSE POLICIES**

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

**COURSE DESCRIPTION**

CON 5371. Pre‐practicum Counseling Skills (3)

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.

**“PRACTICE, PRACTICE, PRACTICE”.** Instruction is delivered by way of lecture, demonstrations, group interactions, role-plays and selected media presentation.

**Student Learning Outcomes and Assessment:**

This course prepares students to be able to :

1. Identify and demonstrate attending skills through class role-plays, portfolio exercises and demonstrations.

(CACREP II.G.5.c)

1. Identify and demonstrate effective questioning skills through class role-plays, portfolio exercises and demonstrations. ( CACREP II.G.5.c)
2. Modify attending behaviors when working with people with disabilities through class readings and role play. (CACREP II.G.2.b)
3. Identify and demonstrate accurate listening skills through class role-plays, portfolio exercises and demonstrations. ( CACREP II.G.5.c)
4. Structure and conduct a counseling interview with identifiable stages through taping and analysis assignments. ( CACREP II.G.5.c)
5. Integrate skills into a counseling session through class role-plays, taping assignments, portfolio exercises and demonstrations.

(CACREP II.G.5.c)

1. Utilize and adapt counseling skills and concepts to facilitate communication

with a variety of clients in a varied multicultural settings through class role-plays, portfolio exercises and demonstrations. (CACREP II.G.2.a)

Identify client characteristics and behaviors, including those with **disabilities** through role-play, portfolio exercises and taping exercises. (CACREP II.G.5.c)

1. Analyze the interview process through taped interviews. ( CACREP II.G.5.c)
2. Identify and demonstrate advanced counseling skills such as confrontation through taping and class role play. ( CACREP II.G.5.c)
3. Begin the process of applying a variety of counseling skills and interventions

from different theories to the needs of clients through class readings and role plays. (CACREP II.G.5.c)

1. Identify the process of terminating the counseling process and providing follow-up through class assignments, taping assignment and tapings.

(CACREP II.G.5.b)

1. Reflect upon and analyze personal performance through taped role play critique, taping assignments and portfolio development. ( CACREP II.C)
2. Gain an orientation to wellness and prevention as desired counseling goals through self-assessment and portfolio exercises. (CACREP II.G.5.A)

**COURSE OUTLINE: \***

**CLASS TOPICS & ACTIVITIES**

**January 15** Introductions, Expectations and Course Overview

Discussion of Syllabus

As We Begin: Interviewing and Counseling As Art and Science

Chapter1-Towards Intentional Interviewing and Counseling

**Tape Initial interview and self-evaluation due next class meeting.** **Exercise 1 page 30-31**.

**January 22** Chapter 2-Ethics, Multicultural Competence and Wellness

**First Tape Due**

**BEGIN DEVELOPING COMPETENCE PORTFOLIO**

**January 29** Chapter 3- Attending Behaviors: Basic to Communications

**February 5** Chapter 4- Questions: Opening

**Practicum /Internship Concerns**

**February 12** Communications/Chapter 5- Observation Skills

**February 19** Chapter 6- Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening/**Plan Second Taping**

**February 26** Chapter 7- Observing and Reflecting Feelings: A Foundation of Client Experiences

**Competence Portfolio Check**

**February 28 Mid-Program Review**

**March 5** Chapter 8- Integrating Listening Skills: How to Conduct a Well-Formed Interview

**Second Tape & Self-Evaluation Due**

**Midterm Assessment**

**March 12 No Class (Break)**

**March 19** Chapter 9- The Skills of Confrontation: Supporting While Challenging

**March 26** Chapter 10-Focusing the Interview: Exploring the Story from Multiple Perspectives

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

**April 2** Chapter 11- Reflection of Meaning and Interpretation/ Reframing: Helping Clients Restory Their Lives

**April 9** Chapter12-Influeincing Skills: Five Strategies for Change

Chapter13- Skill Integration: Putting It All Together

Chapter14- Microskills and Counseling Theory:

**April 16**  Sequencing Skills and Interview Skills

**April 23** **FINAL TAPE WITH SELF-EVALUATION DUE**

Chapter15-Determining Personal Style and Theoretical /Practical Integration

**April 30 Digital Competence Portfolio Due on BB**

**Reflection due in Foliotek**

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

**COURSE REQUIREMENTS**

**Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. The rationale for attending every class is: course content will be discussed and processed through experiential activities; skills will be demonstrated by the instructor and through video tape, followed by class practice activities*. Two absences will result in a deduction of three (3) points from the final grade and three (3) absences will result in five (5) points deduction. More than three (3) absences will result in an F grade.* In addition, it is expected that all assignments will be handed in on time 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 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 tape 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 on February 28**

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

**8.** Each student will be required to present **three tape-recorded video interviews**. The first tape will be a brief 15 min. tape that assesses your natural interviewing/counseling style. The second taped 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 Tape) will be due at the end of the semester. This tape will incorporate a verbatim transcript and the incorporation the analysis of counseling skills related to case conceptualization and treatment planning. Each tape 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 Tape will be the most important as it provides you with the opportunity to examine your interviewing skills in more detail, and will provide evidence about the level of your skills development. The Final Tape will require that you spend several hours reviewing, analyzing, and critiquing your counseling session to provide a meaningful learning experience. **The Final Tape will serve as your Final Written Exam. Your self-evaluations and recordings should be submitted by following the direction under assignments.**

**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 \* Points

*Participation*

Class Participation

Pop Quizzes 100

First Tape/

Self-evaluation 25

Mid-term Tape/

Self-evaluation 100

Genograms 25

Portfolio of Competence 100

Mid-term Exam 75

Final Tape/

Self Evaluation 125

#### Total 550

**Grade Equivalent**

1. A

494-440 B

439-385 C

384-330 D

329< F

**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, psychological, learning disability, etc.) who would like to request accommodations need to register with the Office of Student Support Services in Suite G20 in the Student Services Building or by contacting Kesha Lee, Director at (919)530-6325 or [klee@nccu.edu](mailto:klee@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.

**ACADEMIC HONESTY REMINDER**

**Academic Integrity Policy:**

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

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

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

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

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

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

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

a. formal warning;

b. grade of “F” for the assignment;

c. grade of “F” for the course;

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

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

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***\*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.