## North Carolina Central University

Communicating to Succeed

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## H.M. Michaux School of Education

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

**Department of Counselor Education**

# CON 5371-101 Pre-Practicum Counseling Skills

**1078/Counseling Lab**

**Dual Summer Session 2013**

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**Counselor Education Mission Statement**

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

**COURSE POLICIES**

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

**COURSE DESCRIPTION**

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

**Websites**

<https://onlinecourse.nccu.edu/nccu-index.html> Class Blackboard site. Log on in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). Mobile applications are available on this site as well. **All Assignments will be submitted via Blackboard**.

[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

**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. ( 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)

**TEXTBOOKS AND MATERIALS**

**Required Primary Text:**

Ivey, A., Ivey M. & Zalaquett, C. (20014). *Intentional interviewing and counseling: Facilitating*

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

*Electronic Access:* <http://www.coursesmart.com/IR/1315978/9781285065359?__hdv=6.8>

**Required Supplemental Materials:**

*Video/ Digital recorder.*  A video or digital recorder will be needed for practicing and critiquing counseling skills throughout the semester. If your devices 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 if it has those capabilities. Just be sure the recordings can be downloaded to a computer/flash drive or burned to a CD.

**Required Student Assessment Tool:**

**Electronic Portfolio**

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

Maintaining this electronic portfolio is a REQUIREMENT for continued enrollment 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 - 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.

**COURSE OUTLINE: \***

**CLASS TOPICS & ACTIVITIES**

**May 21**

Introductions, Expectations and Course Overview

Discussion of Syllabus

[Chapter 1: TOWARD INTENTIONAL INTERVIEWING, COUNSELING, AND PSYCHOTHERAPY](#ch1)

**BEGIN DEVELOPING COMPETENCE PORTFOLIO** /Journal

**May 28**

[Chapter 2: ETHICS, MULTICULTURAL COMPETENCE, AND THE POSITIVE PSYCHOLOGY AND WELLNESS APPROACH](#ch2)

Tape Initial interview and self-evaluation due before next class meeting. Exercise 1 page 25.

**June 4**

[Chapter 3: ATTENDING BEHAVIOR AND EMPATHY](#ch3)

[Chapter 4: OBSERVATION SKILLS](#ch42014)

**Plan Second Taping**

**Practicum /Internship Concerns**

**June 11**

[Chapter 5: QUESTIONS: OPENING COMMUNICATION](#ch4)

[Chapter 6: ENCOURAGING, PARAPHRASING, AND SUMMARIZING: KEY SKILLS OF ACTIVE LISTENING](#CH62014)

**June 18**

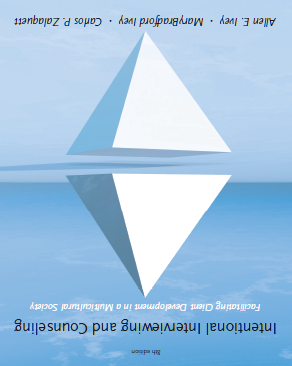
[Chapter 7: REFLECTING FEELINGS: A FOUNDATION OF CLIENT EXPERIENCE](#ch7)

[Chapter 8: HOW TO CONDUCT A FIVE-STAGE COUNSELING SESSION USING ONLY LISTENING SKILLS **Tape**](#ch8) **Two & Self-Evaluation Due**

**Midterm Assessment (Chapters 1-9)**

**June 25**

[Chapter 9: FOCUSING THE COUNSELING SESSION: EXPLORING THE STORY FROM MULTIPLE PERSPECTIVES](#ch10)

**July 2**

Chapter 10: EMPATHIC CONFRONTATION AND THE CREATIVE NEW: IDENTIFYING AND CHALLENGING CLIENT CONFLICT

**Genograms Due Second Tape**

**July 9**

[Chapter 11: REFLECTION OF MEANING AND INTERPRETATION/REFRAME: HELPING CLIENTS RESTORY THEIR LIVES](#ch11)

[Chapter 12: SELF-DISCLOSURE AND FEEDBACK: IMMEDIACY AND GENUINENESS IN COUNSELING AND THERAPY](#ch12)

**July 16**

[Chapter 13: CONCRETE ACTION STRATEGIES FOR CLIENT CHANGE: LOGICAL CONSEQUENCES, INSTRUCTION/PSYCHOEDUCATION, STRESS MANAGEMENT, AND THERAPEUTIC LIFESTYLE CHANGES](#ch12)

[Chapter 14: SKILL INTEGRATION, DECISIONAL COUNSELING, TREATMENT PLANNING, AND RELAPSE PREVENTION](#CH142014)

[Chapter 15: HOW TO USE MICROSKILLS AND THE FIVE STAGES WITH THEORIES OF COUNSELING AND PSYCHOTHERAPY](#ch14)

**July 23**

[Chapter 16: DETERMINING PERSONAL STYLE AND FUTURETHEORETICAL/PRACTICAL INTEGRATION](#ch15)

**FINAL TAPE WITH SELF-EVALUATION DUE IN CLASS**

**July 30** **Competence Portfolio Due**

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

**COURSE REQUIREMENTS**

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

**1**. A **video/digital** 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.

**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-course 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. You will submit the first half of this assignment by midterm and the remainder at the end of the course. Whenever possible or appropriate, include references to 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. Please follow the directions under ASSIGNMETNS 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 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.** 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. Details for this assignment are found on page 25 of your text. 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. Details are found in chapter eight and nine. This is a **30 min**. recording. 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. This is **a 60 min**. recording. Details of this assignment are found in chapter fourteen. Each tape will be accompanied by a **written self-evaluation and critique**, 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. Please deposit your tape on the Blackboard under ASSIGNMENTS. You self-evaluations should be submitted by following the direction under assignments.**

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

9. You may complete an extra credit journal for this class worth 25 points. Details will be discussed in class.

# 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

50/50

Mid-term Exam 75

Final Tape/

Self-Evaluation 125

*Journal ( extra credit) 25*

#### Total 550/575

**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](https://webmail.nccu.edu/owa/redir.aspx?C=5ffd43929e4c4991ba7ed0628bb3ccad&URL=mailto%3aklee%40nccu.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.

**CONFIDENTIALITY AND ETHICS INFORMATION**

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

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

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

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

THIS IS A PROFESSIONAL AND PREPROFESSIONAL COURSE. As such, we are working with practical material and as such, you are regarded developing professionals. If you prefer primarily to "think about theory", this is not the course to take.

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***\*CAVEAT: Contents of course assignments and expectations are subject to change due to the dynamic characteristics of the learning environment.***

**Resources**

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

Brooks/Cole

Cormier , S. & Hackney, H. (2012). *Counseling strategies and interventions*, (8th ed.). Upper Saddle River,

NJ: Pearson.

Fall, K., Holden, J. & Marquis,A. ( 2010). Theoretical models of counseling and psychotherapy (2nd ed.).

New York, NY: Routledge.

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.

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.