

**CON5371 Syllabus**  
**Pre-practicum in Counseling Skills**  
 Fall 2019

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

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	<b>Class time:</b> 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
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The corresponding CACREP standards met in this class are listed here. At the completion of this course the candidate will be able to:		
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

**Audio or video recorder.** A digital 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.

##### 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](http://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 10 points from your participation grade and three absences will result in a 20-point 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.

##### 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 (unless otherwise noted)**. 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. An (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@nccu.edu](mailto:SAS@nccu.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](http://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](http://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](mailto:TitleIX@nccu.edu), or submitting the online form through [https://cm.maxient.com/reportingform.php?NCCentralUniv&layout\\_id=15](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](mailto: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, 2<sup>nd</sup> Floor, (919) 530-7646, [counseling@nccu.edu](mailto: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](mailto: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 fully engage 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 own assessment of 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 you as a person and budding counselor as well as identify personal identities that are privileged or marginalized in society. Moreover, you will have an opportunity to engage with a group of students in the class 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 on Blackboard. 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 16.**

Think about and label or describe the below items in your **genogram** as they apply:

1. Family history (e.g., marriages, divorces/separations, deaths)
2. Values, beliefs, and traditions
3. Important life events that occurred that have affected you (e.g., moving to or within the United States)
4. Key relationships between family members (i.e., conflicts, alliances)
5. Traumas that have impacted family members (e.g., assault, abuse, incarceration)
6. Physical and mental health histories of family members
7. Core beliefs or cultural values (political, religious, spiritual, or otherwise)
8. Areas of privilege or marginalization in your life

Include a response to each of the below three **reflection questions** with your genogram. This can help spark reflection based on the genogram you map out.

1. An impactful event in my family history
2. Overarching worldview provided by family
3. Describe one area of privilege and one area of marginalization within your family and how it impacts you today.

You will be graded as follows:

- *Comprehensive inclusion of at least three generations within your family tree, using symbolism, legends, labels, etc. Up to 25 points*
- *Response to reflection questions on genogram: Up to 20 points*
- *Visual quality of the actual genogram: Up to 5 points*

**Part II** (30 points): You will also participate in a small group meeting (with 2-3 other peers) during class on **September 16** 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. The reflection paper is due on **September 23.** 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) Midterm 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.

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

<p>You will be graded as follows:</p> <ul style="list-style-type: none"> <li>• <i>Video/Recording of Skills</i> 10-minute role-play of counseling skills: Up to 20 points</li> <li>• <i>Transcript</i> typed according to recording/video and clearly labels at least five skills: Up to 30 points</li> <li>• <i>Intentions</i> Meaningful two-page reflection paper outlining at least three intentions/skills and impact on client: Up to 50 points</li> </ul>
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**D) Skill Portfolio (150 points)**

For each week we cover a counseling skill and engage in taped role-play practice you will complete the following skill diagram. You can consult the example skill diagram on Bb. You will turn these diagrams in as part of a single word document (your full skill portfolio!).

<p><b>Skill:</b> Name the skill you are diagraming this week.</p>
<p><b>Definition:</b> Provide definition of skill informed by our text.</p>
<p><b>Summary of additional information about skill:</b> 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...)</p>
<p><b>Provide 1 example of this skill in action during your taped role-play:</b> 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).</p>
<p><b>Provide 1 example of a missed opportunity to use this skill in your role-play:</b> How could you have incorporated this skill more or deployed it more effectively?</p>

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 am available to consult with your group about how you can divide up 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 materials (e.g., well organized outline/handout; outline and discussion questions turned in a week ahead of time)*: 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.** The below components must be turned in to Blackboard:

1. Full recording containing the 10-minute section you have analyzed.
2. 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 the theory informed counseling intervention you used.
3. 3-page reflection paper covering the following topic areas:
  - a. 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?
  - b. 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 3-page reflection paper outlining skill development and impact of your chosen intervention: Up to 80 points

**VIII. COURSE EVALUATION**

Assignment	Due Date	Points
Participation	-Instructor ongoing evaluation (40 points) -Self eval. due 11/25 by 11:59pm to BB (10 points)	50
Genogram	-Due 9/16 by 5pm in class for discussion (hard copy or electronic copy to BB) -2 page reflection on discussion due 9/23 by 11:59pm to BB	80
Midterm skills assessment	Due 10/7 by 11:59PM to BB	100


Final skills assessment	Due 11/25 by 11:59PM to BB	150
Class facilitation	Due as assigned	50
Skill portfolio	Due 11/11 by 11:59PM to BB	150
<b>TOTAL</b>		<b>580</b>

**Grading Scale:**

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

**Course Schedule**

<b>Date</b>	<b>Focus</b>	<b>Readings due</b>
<b>Week 1</b> August 19-23	Introduction to the course	Readings due: <i>none</i>
<b>Week 2</b> August 26-30	The person of the helper The therapeutic relationship	Readings due: <i>Young, Chs. 1 &amp; 2</i> <i>Kottler &amp; Blau (1989) Ch. 5</i>
<b>Week 3</b> September 2-6 <b>Labor Day (class moved online)</b>	<b>*Flipped class on 9/2, due by 9/8 at 11:59pm (see Blackboard for instructions)*</b> Cultural self-awareness, diversity, values, & multiculturalism	Readings due: <i>Young, Ch. 12</i> <i>Ratts &amp; Pedersen (2014) Ch. 3</i>
<b>Week 4</b> September 9-13	Multicultural competence & cultural exchanges	Readings due: <i>Multicultural &amp; Social Justice Competencies (Skim)</i> <i>Day-Vines et al. (2007)</i>

<p><b>Week 5</b> September 16-20</p>	<p>Invitational skills and collaboration</p>	<p>Readings due: <i>Young, Ch. 3</i> <i>Teyber (1997) Ch. 2</i></p> <p><b>Assignments due:</b> Genogram In-class discussion</p>
<p><b>Week 6</b> September 23-27</p>	<p>Listening skills and the art of paraphrasing</p>	<p>Readings due: <i>Young, Ch. 4</i> <i>Nichols, M. P. (1995) Ch.1 &amp; 2</i></p> <p><b>Assignments due:</b> Genogram reflection paper</p>
<p><b>Week 7</b> September 30- October 4</p>	<p>Reflections of feeling and meaning Paraphrasing</p>	<p>Readings due: <i>Young, Ch. 5 &amp; 6</i></p>
<p><b>Week 8</b> October 7-11</p>	<p>Challenging skills and resistance to change</p>	<p>Readings due: <i>Young, Ch. 7</i> <i>Teyber (1997) Ch. 3</i> <i>Bugental &amp; Bugental (1984)</i></p> <p><b>Assignment due:</b> Midterm Skills Assessment</p>
<p><b>Week 9</b> October 14-18 <b>NO CLASS during Fall break 10/14- 10/16</b></p>		
<p><b>Week 10</b> October 21-25</p>	<p>Collaborative goal setting</p>	<p><i>Readings due:</i> <i>Young, Ch. 8</i> <i>Ratts &amp; Pederson (2014) Ch. 4</i></p>
<p><b>Week 11</b> October 28- November 1</p>	<p>Change Techniques and empowerment</p> <p><b>Group 1 Presentation</b> _____</p>	<p><i>Readings due:</i> <i>Young, Ch. 9</i> <i>McWhirter (1991)</i></p>

<b>Week 12</b> November 4-8	Change Techniques and building motivation  <b>Group 2 Presentation</b> _____	<i>Readings due:</i> <i>Young, Ch. 10</i> <i>MI Reading (TBD)</i>
<b>Week 13</b> November 11-15	Ending Helping Relationships	<i>Readings due:</i> <i>Young, Ch. 11</i> <i>Ward, 1984</i>  <b>Assignments due:</b> Skill portfolio
<b>Week 14</b> November 18-22	Self-care, Burnout, and Wellness	<i>Readings due:</i> <i>Lee &amp; Miller, 2013</i> <i>Self-Care Assessment</i> <i>Self-Care Plan</i>
<b>Week 15</b> November 25 or December 2	Learning Community Potluck!	<i>Readings due: TBD</i>  <b>Assignments due:</b> Final skills assessment, Self evaluation of participation

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