**CON5371-0L2: Pre-Practicum Counseling Skill Syllabus**

Counselor Education Program

School of Education

North Carolina Central University

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**Synchronous WebEx meeting:** Thursdays, 5PM-6:30PM

**Office hours:** By appointment

**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*.

1. **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***.
2. **METHODS OF INSTRUCTION**

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

1. **STUDENT LEARNING OUTCOMES**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome and CACREP Standard** | **Method for Obtaining Outcome** | **Method for Evaluation of Outcome** |
| Describe theories and models of counseling and consultation (CACREP II.  F. 5. a., c.) | Class readings, lecture, and role play/case conceptualization | Class discussion, dyad logs, feedback during role-play/case conceptualization |
| Utilize a systems approach to conceptualizing clients (CACREP II. F. 5. b.) | Class readings, lecture, and role play/case conceptualization | Class discussion, genogram, case conceptualization |
| 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. F. 5. d., e.) | Class readings, lecture, and role play/case conceptualization | Dyad logs, mid-term and final skill recordings, managing tapes |
| Identify and implement counselor characteristics and behaviors that influence the counseling process (CACREP II. F. 5. f.) | Class readings, lecture, and role play/case conceptualization | Class discussion, dyad logs |
| Use essential interviewing, counseling, and case conceptualization skills (CACREP II. F. 5. g.) | Class readings, lecture, and role play/case conceptualization | Dyad logs, mid-term and final skill recordings |
| Practice creating relevant counseling plans and measurable outcomes (CACREP II. F.  5. h., i.) | Class readings, lecture, and role play/case conceptualization | Dyad logs, 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. F. 5. j.) | Class readings, lecture, and role play/case conceptualization | Dyad logs, case conceptualization |
| Describe suicide prevention models and strategies; crisis intervention and trauma informed care (CACREP II. F. 5. l., m.) | Class readings, lecture, case study | Class discussion, group role-play activity |
| Integrate content towards development of  a personal model of counseling (CACREP  II. F. 5. n.) | Class readings and class discussions | Genogram, mid-term and final skill assessments |
| Describe how the Multicultural and Social Justice counseling competencies facilitate counseling relationships (CACREP II. F.  2. c.) | Class readings, lecture, and role play/case conceptualization | Class discussion and dyad logs |
| Develop skills and methods of effectively preparing for and conducting initial  assessment meetings (CACREP II. F. 7. b.) | Lecture, class discussion | Class discussion |
| Adapt counseling skills to meet the needs of those affected by crisis, disasters, and trauma (CACREP II. F. 3. g.) | Class discussion | Class discussion |
| Display strategies for personal and professional self-evaluation and | Role-play | Midterm and final skills assessment |
| implications for practice (CACREP II. F.  1. k.) |  |  |

1. **TEXTS, MATERIALS, AND RESOURCES**

**Required Texts**

1. Young, M. (2021). *Learning the art of helping: Building blocks and techniques* (7th ed.). Pearson.
2. *National Counselor Exam Licensing Prep* (NCE) - AATBS - ISBN: 978-1-941273-16-6

*Additional required readings may be added to Blackboard (BB) throughout the semester*.

**Required Supplemental Materials**

You will need to record a few audio and video recordings of your role-plays in order to critique your counseling skills throughout the semester. There are various options for recording your role-plays. If you are meeting with your partner using a video conferencing platform, I recommend using Zoom to host and record your session. Platforms such as Google Hangouts or WebEx work as well, so long as you are able to screen capture a video. Please let me know if you are having difficulty establishing a platform to use and we can problem solve together.

**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://ncblcmhc.org: Information regarding licensure

1. **BLACKBOARD (BB)**

The syllabus, assignments, grading rubrics, readings, and other materials related to the course can be found on Blackboard (BB). **Please ensure that you have complete access to the course on Blackboard before the second class.** If you have questions about your Blackboard (BB) account, contact the campus Helpdesk at nccu.edu/facultyandstaff/its/helpdesk.cfm or contact the Eagle Technical Assistance Center (ETAC) at 919.530.7676.

1. **COURSE POLICIES**

*Attendance*

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. **Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments**. Instructors will keep attendance records in all classes.

If there are extenuating circumstances, it is the student’s responsibility to inform the instructor of any expected or unexpected absences and to make up all work. Points may be deducted from the participation/disposition grade for unexcused absences, unexcused tardiness, and submission of late assignments.

Attendance and observance of videoconferencing etiquette at all synchronous meetings is mandatory. **Please keep cameras on and put cell phones and any other devices away that are not for the purpose of class. Punctuality and participation are necessary to accomplish the goals of the course.** **Please be present and engaged, in addition to ensuring you are located in a space that maximizes your privacy and minimizes distractions.** Our meetings will consist of experiential activities, skills practice, and active discussions about the readings and course assignments. Please be familiar with the following guidelines around etiquette:   
  
http://www.nccucounseling.com/student2/index.php/videoconference-etiquette

*Assignments*

All assignments must be completed and turned in on time. Assignments must be turned in via Blackboard by 11:59PM 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 turn in an assignment late, please inform the instructor by email.

* 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.

*Emails*

I will do my best to respond to emails in 24-48 hours during the school week and within 48-hours on the weekends. Emails with questions about assignments due that week should be sent at least 48-hours prior to the due date.

*Respect*

* Students are expected to assist with 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.

***Emotional safety is paramount. Disrespecting another individual or group’s ability status, and/or racial, religious, gender, sexual, or other identity, in addition to attacking another’s point of view, etc. will not be tolerated!***

1. **UNIVERSITY POLICIES**

*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 nondiscrimination. 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 (formerly Student Disability Services)*

Students with diverse abilities (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 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 SAS.

*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 (NCCU 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, Regulations and Rules website at www.nccu.edu/policies. 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 the Title IX Reporting Form, located at www.nccu.edu/titleix.

*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 that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (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.

*COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face**Covering in the Classroom or Other Instructional Setting:*

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures, and guidelines issued by the institution. In consideration of the University’s commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University’s preparations to safely open for the Fall 2020 semester and includes behavioral standards for in class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

1. **COURSE GRADING & ASSIGNMENTS**

1. **Participation (40 points) and Disposition (60 points) grade**

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

1. Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
2. Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.
3. Demonstration of effective leadership skills.
4. Active engagement in class activities and participation. Students are expected to fully engage in modules and synchronous meetings including discussions, experiential activities, self-reflection, and role play exercises. Engagement includes completion of all readings and tasks outside of class, as well as active contributions in class.
5. Contributions to class discussion displaying critical and creative thinking skills.

\*\*See the most recent version of the ACA Code of Ethics and the NCCU Counseling Student

Handbook for more on Expected Student Dispositions and Behaviors.

*As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated professionalism, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student’s dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student immediately to address the concern.*

1. **Cultural Genogram (50 points)**

The purpose of this assignment is to identify family/cultural patterns that influence you as a human and beginning counselor. You will then have an opportunity to share *themes* with classmate(s) to understand how cultural background, privilege/oppression, upbringing, and other demographic markers shape us more fully. The genogram is due **February 2nd by 11:59PM.**

**Part 1 (30 points).** You will create a **Cultural Genogram** of your own family tree, providing insight into some of the factors that have shaped your beliefs, values, and perspectives. You are welcome to think of family as broadly as you like (e.g., if a neighbor, friend, “chosen family,” or spiritual/religious leader had a strong influence on your life, you may incorporate them too). Your genogram can be as creative or straightforward as you want (i.e., if you want to use digital pictures or other art supplies to decorate your genogram, you are welcome to do so; if you prefer to use an app, such as draw.io to create your genogram, that is also acceptable. This is an opportunity to be as creative as you choose to be!).

Think about and label or describe the following prompts in your **genogram.** *Note that*

*the genogram will only be shared with the course instructor and is not shared with*

*classmates.* In class, we will focus more on themes you identified, the overall process, and what you learned that you feel comfortable sharing. The below are guidelines, and you also have some freedom in what variables would be most helpful for you to reflect upon for your own awareness.

* 1. How is family defined in your life?
  2. Family history (e.g., marriages, divorces/separations, deaths, geography, etc.).
  3. Defining your culture of origin (however that makes sense to you).
  4. Your cultural values (spiritual, political, religious, moral, or otherwise), core beliefs, and traditions.
  5. Specific points of pride and/or strengths of your culture or family.
  6. Important life events that impacted you.
  7. Relationships between and among family members (i.e., conflicts, alliances, closeness/distance, etc.).
  8. Strengths and/or markers of resilience.
  9. Physical and mental health histories of family members.
  10. Areas of privilege and marginalization in your life.

**Part 2 (20 points).** Include a response to each of the four **reflection** prompts below with your genogram. Each response should be 5-7 sentences long.

1. An impactful event in my family history.
2. Family’s overarching worldview (e.g., core values, perspectives on life) and

specific beliefs about mental health and counseling.

1. Describe one area of privilege and one area of marginalization within your family

and how they both impact you today.

1. What feelings came up for you as you created your cultural genogram?

* Comprehensive inclusion of at least three generations (as much or as little known) 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 and organization of the genogram. (Up to 5 points)

**C. Case Conceptualization (100 total points)**

Each student will conduct a case conceptualization in class where you will show a 10-minute video segment where you are the counselor working with a client who is struggling with an issue you are interested in addressing (e.g., anxiety, depression, body image, procrastination, substance abuse, career, etc.). This activity is a role play, and the client portrayed will be someone famous (i.e., someone from TV, film, literature, music, sports, etc.). Please respond to the questions at the end of the syllabus for your case conceptualization in a PowerPoint presentation. The class is your audience. In the role play, you will be expected to demonstrate the following skills: *nonverbal attending*, *encouragers*, *open-ended questions*, *paraphrasing*, *reflecting feelings*, *summarizing*, and *one additional skill that is covered on the day you are assigned to do your presentation*. The case presentation for the class will be a total of 30 minutes: 5-minute PowerPoint/background; 10-minute video demonstration; 15-minute processing with the class. You will also be expected to complete a SOAP note on the client highlighted in the case conceptualization. **Due dates for the conceptualization will be established in class.**

* + - 1. PowerPoint: Student answered all questions for the case conceptualization and presented in a visually appealing, organized, and engaging way to the class. (Up to 40 points)
      2. Video demonstration: Student demonstrated required skills in the video demonstration with a client who was struggling with one or more issues, concerns, conditions, symptoms, and/or behaviors. (Up to 40 points)
      3. Processing: Student did a good job helping process the video with the class and answering questions. (Up to 10 points)
      4. Counseling Case Note: Student completed a SOAP note on the client in the case conceptualization. (Up to 10 points)

1. **Midterm Skills Assessment (100 points)**

This assignment will function as your midterm exam for the course. It is due **March 2nd** **by 11:59PM**. In it, you will demonstrate your awareness of various skills we have covered up to this point in the course. Select a 15-20 minute section of a taped role-play with you in the role of counselor working with your dyad client. You will submit this recording to a Google drive folder privately shared with the course instructor. The selected section of tape should showcase you applying skills we have covered to date. The skills are specified below. After you watch your tape, you will complete the following forms:

1. The Counseling Skills Rating Form
2. Reflect on and answer the following questions:
   1. What were you most proud of? (Time Stamp)
      1. What *skills* were you using?
      2. What were your *thoughts* at that point in the session?
      3. What *feelings* were you experiencing?
   2. What part of the session did you feel most unsure, insecure, and vulnerable? (Time Stamp)
      1. What skills were you using?
      2. What were your *thoughts* at that point in the session?
      3. What *feelings* were you experiencing?
      4. Rewind: What would you do differently if you had the opportunity to go back?

While this is a mid-semester assessment, it is also a learning experience, a way to practice your skills, and a mechanism to receive feedback for improvement. The skills you are expected to demonstrate in the session are as follows:

1. Nonverbal attending
2. Encouragers
3. Open-Ended Questions
4. Reflection of Content or Paraphrasing
5. Reflecting Feelings
6. Summarizing

* Tape 15-20-minute role-play of counseling skills. (Up to 60 points)
* Rating form (Up to 20 points)
* Reflection form (Up to 20 points)

1. **CSDAT (Counseling Skills and Dispositions Assessment Tool) (30 points)**

The instructor will complete the CSDAT for each student and provide feedback on this program-wide assessment which is used in Pre-Practicum, Group, Practicum, and Internship to let students know how they are doing on specific skills and dispositions. See Forms section to view the CSDAT. CSDATs will be completed, and feedback shared with each student, prior to the mid-program review. **The due date for this feedback is TBD**, as the results will be used to support the mid-program review process. The due dates will be specified when the mid-program review dates are confirmed.

1. **Dyad Video Responses (Flipgrid) (120 points)**

During Class #2 of the semester, you will be paired with another student, and you will serve as the student’s “counselor” for the entire semester. You will meet virtually for 30-minutes each week and the “counselor” will complete a weekly video response about the experience on Flipgrid (www.flipgrid.com). You will receive an invitation to Flipgrid from the instructor via email.

The instructor will assign a prompt each week in your Flipgrid account, you will answer with a video response, and the instructor will reply back to you. To ensure everyone has an opportunity to serve as “counselor” throughout the semester, you will also be paired with a different student whereby you serve as a client. Similarly, in the role of client, you will meet with your assigned “counselor” for 30-minutes during the week. In short, you will be a “counselor” for 30-minutes each week, as well as a client for 30-minutes each week – totaling 1-hour of your time.

You will only complete the weekly video response to the prompt on Flipgrid as the “counselor.” Remember that any information shared in your online sessions must remain confidential, just as you would with a real client. At the beginning of the dyad process for the semester, the counselor will review informed consent to reinforce confidentiality, which is consistent with actual counseling sessions.

In the role of client, it is your decision what to share in the dyad with your “counselor.” We have found that sharing real content has made the process easier and creates a richer experience for both the client and counselor; however, the depth and reality of content you share is your choice each week. Student feedback received in the past has determined that this dyad process is an additional support for the semester. Each week, the instructor will view your video response, give you credit, and provide a video response. All video responses are due each week by 11:59PM on the Wednesday before class. **Your first dyad responses are due in Flipgrid on Wednesday, January 25th by 11:59PM.**

Each of 12 video responses is worth 10 points for being completed.

* + - * 1. **Final Skills Assessment (100 points)**

This assignment will function as your final exam for the course. It is due **April 20th by 11:59PM**. In it, you will demonstrate the skills required in tape 1 and 2 of the newer skills. Select a 15-20 minute section of a taped role-play with you in the role of counselor working with your dyad client. You will submit this recording to a Google drive folder privately shared with the course instructor. The skills required are specified below and will be shared in a rating form before you record. After you watch your tape, you will be asked to complete the following forms:

1. The Counseling Skills Rating Form
2. Reflect on and answer the following questions:
   1. What were you most proud of? (Time Stamp)
      1. What *skills* were you using?
      2. What were your *thoughts* at that point in the session?
      3. What *feelings* were you experiencing?
   2. What part of the session did you feel most unsure, insecure, and vulnerable? (Time Stamp)
      1. What skills were you using?
      2. What were your *thoughts* at that point in the session?
      3. What *feelings* were you experiencing?
      4. Rewind: What would you do differently if you had the opportunity to go back?

The skills you are expected to demonstrate in the session are as follows:

Basic listening skills:

1. Nonverbal attending
2. Encouragers
3. Open Ended Questions
4. Reflection of content or paraphrasing
5. Reflecting feelings
6. Summarizing

Two of the following skills:

1. Self-disclosure
2. Reflection of meaning
3. Reframing
4. Confrontation
5. Immediacy
6. Broaching
7. Feedback
8. Goal Setting

* Tape 15-20-minute role-play of counseling skills. (Up to 60 points)
* Rating form (Up to 20 points)
* Reflection form (Up to 20 points)

1. **COURSE EVALUATION**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Evaluation & Due Dates** | **Points** |
| Participation (40) and Dispositions (60) | Instructor’s ongoing evaluation  Engagement and attendance in class, out of class dyads, contribution to discussions, demonstrated completion of readings, offering feedback, and overall dispositions (i.e., personal and professional behaviors and attitudes) | 100 |
| Cultural Genogram | Due Feb. 2nd by 11:59PM – uploaded to BB | 50 |
| Midterm Skills Assessment | Due March 2nd by 11:59PM - uploaded to BB | 100 |
| CSDAT Evaluation Feedback | Feedback given to students: Due date TBD -- depending on when mid-program reviews are scheduled | 30 |
| Final Skills Assessment | Due by April 20th by 11:59PM - upload to BB | 100 |
| Case Conceptualization | Due dates to be determined in class | 100 |
| Dyad Video Responses (Flipgrid) | Due Weekly: 10 points for each response. Flipgrid video responses (from the perspective of your role as “counselor”) are due no later than the Wednesday before class at 11:59PM. The first dyad responses are due on Wednesday, January 25th by 11:59PM | 120 |
|  | **TOTAL** | 600 |

**Grading Scale:**

|  |  |
| --- | --- |
| **A** | 540-600 |
| **B** | 480-539 |
| **C** | 420-479 |
| **F** | < 420 |

**Key Performance Indicators: Counselor Education Program Assessment Plan**

As part of the overall assessment plan for the Counselor Education program, designated courses have specific Key Performance Indicators (KPIs) that are connected to accreditation standards. Pre-Practicum has two KPIs which are listed below. The assignment that measures each standard is listed beside it. The instructor will record the final grade for each assignment in Taskstream, which is a portal for recording grades. If the student does not meet the grade standard, which will be clearly communicated when the assignment is introduced, the student will be asked to repeat the assignment.

KPI 1: Students will demonstrate use of culturally appropriate practices, skills, and interventions including Multicultural and Social Justice Counseling Competencies: *Cultural Genogram*

KPI 2: Students will understand the foundational theories of counseling and the skills used in a counseling relationship, including evidence-informed practice: *Final Skills Assessment*

1. **COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Date** | **Focus** | **Readings due** |
| **Week 1**  January 12th  Synchronous meeting  Thursday 5PM-6:30PM | **Module 1**  Introduction to one another and review of syllabus | **N/A** |
| **Week 2**  January 19th  Synchronous meeting  Thursday 5PM-6:30PM  Overview of BB  Dyads assigned  Flipgrid video responses explained  Introduce Informed Consent (located in BB under *Forms*) | **Module 2**  The person of the helper    The therapeutic relationship | **Readings due:**   * Young, Chs. 1 & 2 * Hardy & Laszloffy, 1995 (located in BB under *Readings*) * AATBS: Individual therapy unit   *Flipgrid Video Response due: Wednesday, January 25 by 11:59PM* |
| **Week 3**  January 26th  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses  Discuss Case Conceptualization due dates | **Module 3**  Cultural self-awareness, diversity, values, &  multiculturalism  The cultural climate and the therapeutic relationship | **Readings due:**   * Young, Ch. 3 * Day-Vines et al. (2007) * AATBS: Core Counseling Attributes and Respect and Acceptance of Diversity   **Assignment due February 2nd by 11:59PM:** Cultural Genogram  *Signed Informed Consents due: Wednesday, February 1st by 11:59PM*  *Flipgrid Video Response due: Wednesday, February 1 by 11:59PM* |
| **Week 4**  February 2nd  Synchronous meeting  Thursday, 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Dr. Blount will visit class to discuss Practicum and Practicum placement** | **Assignment due Feb. 2nd by 11:59PM:** Cultural Genogram  *Flipgrid Video Response due: Wednesday, February 8 by 11:59PM* |
| **Week 5**  February 9th  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Module 4**  Invitational Skills | **Readings due:**   * Young Ch. 4   *Flipgrid Video Response due: Wednesday, February 15th by 11:59PM* |
| **Week 6**  February 16th  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Module 5**  Reflecting Skills: Paraphrasing | **Readings due:**   * Young, Ch. 5   *Flipgrid Video Response due: Wednesday, February 22nd by 11:59PM* |
| **Week 7**  February 23rd  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Module 6**  Reflecting Skills: Reflecting Feelings | **Readings due:**   * Young, Ch. 6   **Midterm assessment due March 2nd by 11:59PM**  *Flipgrid Video Response due: Wednesday, March 1st by 11:59PM* |
| **Week 8**  March 2nd  Synchronous meeting  Thursday 5PM-6:30PM | **Module 7**  Advanced Reflecting Skills: Reflecting Meaning and Summarizing  Case Conceptualization#1:  Case Conceptualization#2: | **Readings due:**   * Young, Ch. 7   **Midterm assessment due by 11:59PM** |
| **NO CLASS**  **SPRING BREAK**  **(Saturday, March 4 – Sunday, March 12)** |  |  |
| **Week 9**  March 16th  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Module 8**  Challenging Skills  Case Conceptualization #3:  Case Conceptualization #4: | **Readings due:**   * Young, Ch. 8   Possible timeframe: CSDAT reported to each student  *Flipgrid Video Response due: Wednesday, March 22nd by 11:59PM* |
| **Week 10**  March 23rd  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Module 9**  Assessment and Goal Setting    Case Conceptualization #5:  Case Conceptualization #6: | **Readings due:**   * Young, Ch. 9 * AATBS: Assessment and Treatment Planning and Goals   *Flipgrid Video Response due: Wednesday, March 29th by 11:59PM* |
| **Week 11**  March 30th  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Module 10**  Change Techniques Part 1  Revisiting Theory  Case Conceptualization #7:  Case Conceptualization #8: | **Readings due:**   * Young, Ch. 10   *Flipgrid Video Response due: Wednesday, April 5th by 11:59PM* |
| **Week 12**  April 6th  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses | **Module 11**  Change Techniques Part II: Intervention and Action  Revisiting Theory | **Readings due:**   * Young, Ch. 11   *Flipgrid Video Response due: Wednesday, April 12th by 11:59PM* |
| **Week 13**  April 13th  Synchronous meeting  Thursday 5PM-6:30PM  Dyads conducted  Flipgrid responses  (After completing the final skills assessment, turn off recording and close the dyad relationship (a.k.a. providing termination) | **Module 12**  Outcome evaluation and termination skills | **Readings due:**   * Young Ch. 12 * AATBS: Treatment Planning   *Flipgrid Video Response due: Wednesday, April 19th by 11:59PM* |
| **Week 14**  April 20th  Synchronous meeting  Thursday 5PM-6:30PM | **Module 13**  Looking towards Practicum and Reflection | **Assignment due April 20th:** Final skills assessment  *Flipgrid Video Response due: April 29th (Final Thoughts and Reflections)* |
| **Week 15**  April 24th–28th  NO CLASS MEETING | **Final individual conferences on skills and no group meeting** | 30-minutes to 1-hour individual conferences will be scheduled between April 24th and April 28th |

**Extra Credit Opportunity:** The following opportunity is valuable training offered in conjunction with our program. If you attend, you can add 10 points to an assignment. Proof of attendance includes a Flipgrid reflection/response.

**SafeZone/TransZone Virtual Training**

Facilitated by the NCCU LGBTA Resource Center. Open to current students and faculty in the Counseling and Higher Education Department.  
  
**Training Date:**  
Friday, February 24, 2023, from 1PM-3PM 

**Registration Information:**

Opened on January 10th and closes on February 20th

\*\*All attendees will be given a certificate upon completion of the training.

Description:

**SafeZone** - Language surrounding the LGBTQ+ community consistently changes. This training begins with an introduction to the usage of pronouns, common terminology, and ways to be an effective ally to members of the LGBTQ+ community.

**TransZone** - Similar to SafeZone, this training dives a little deeper into the specificities of terminology and topics related to trans-identified individuals.

**Appendix A: Case Presentation**

Guidelines for Case Presentations

1. **Case Conceptualization (100 total points)**

Each student will conduct a case conceptualization in class where you will show a 10-minute video segment where you are the counselor working with a client who is struggling with an issue you are interested in addressing (e.g., anxiety, depression, body image, procrastination, substance abuse, career, etc.). This activity is a role play, and the client portrayed will be someone famous (i.e., someone from TV, film, literature, music, sports, etc.). Please respond to the questions at the end of the syllabus for your case conceptualization in a PowerPoint presentation. The class is your audience. In the role play, you will be expected to demonstrate the following skills: *nonverbal attending*, *encouragers*, *open-ended questions*, *paraphrasing*, *reflecting feelings*, *summarizing*, and *one additional skill that is covered on the day you are assigned to do your presentation*. The case presentation for the class will be a total of 30 minutes: 5-minute PowerPoint/background; 10-minute video demonstration; 15-minute processing with the class. You will also be expected to complete a SOAP note on the client highlighted in the case conceptualization. Dates for the conceptualization will be assigned in class.

1. **Client Demographics**
   1. Age, gender, race/ethnic background, sexual orientation, immigration status, language, religious affiliation, disability/ability status, educational/academic/vocational status, physical appearance, interpersonal style, etc.
2. **Presenting Problem**
   1. Why is the client presenting for counseling? Why now? Is the presenting problem described by client the same as what you see as the presenting problem? How has the presenting problem developed/changed over time? How is it manifesting now?

1. **History of Significant Events**
   1. Medical and health history
   2. Social, interpersonal history
   3. Education, vocational history
   4. Family background
   5. Previous counseling experience
   6. Trauma experiences
   7. Multicultural and Social Justice considerations (MSJCCs) and impact on counseling relationship
   8. Any notable situational factors

1. **Conceptualization** 
   1. Working hypotheses for DSM Diagnosis (if applicable)
      1. Include previous client diagnoses
      2. Documented learning or physical disabilities
   2. Conceptualization of client
      1. Apply a theory of your choice to describe your client’s situation (in at least four sentences).
      2. Describe relevant cultural variables, their impact on client’s strengths, access to resources, and beliefs/values/worldview. Discuss your match/mismatch with the client in terms of these cultural variables.
      3. Identify developmental stages/concerns of the client.
      4. Assess client’s level of overall wellness.
2. **Course of Counseling**
   1. Initial goals, plan, treatment strategies.
   2. Progress to present (including how many sessions you have had)
   3. What have you done that has worked? What has not worked?
   4. Relationship
      1. How do *you* feel when with this client? What emotions, thoughts, impulses come up for you in working with this client?
      2. How do you think your client sees you? How do you think your client experiences *you*?
      3. What are your expectations of one another in the counseling process?
      4. Metaphor for relationship?
3. **Current Difficulties, Blocks, Needs From Group**
   1. What aspect of the clip would you like the group to focus on?
   2. Particular difficulties you are having with this client.