

**CON5371 OL1 Pre-Practicum Counseling Skills Syllabus**  
 Counselor Education Program  
 School of Education  
 North Carolina Central University

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**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.*

**Land acknowledgment:**

Your instructor wishes to acknowledge that in Durham, NC, we are on land that was the traditional territory of multiple indigenous groups, including the Eno, Occaneechi, Lumbee, and Tuscarora nations.

**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 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.

## III. 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, video reflections on dyads, 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	Video reflections on dyads, 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, video reflections on dyads
Use essential interviewing, counseling, and case conceptualization skills (CACREP II. F. 5. g.)	Class readings, lecture, and role play/case conceptualization	Video reflections on dyads, 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	Video reflections on dyads, mid-term and final skill assessment 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	Video reflections on dyads, 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 video reflections on dyads
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 implications for practice (CACREP II. F. 1. k.)	Role-play	Midterm and final skills assessment

#### IV. TEXTS, MATERIALS, AND RESOURCES

##### Required texts

Young, M. (2020). Learning the art of helping: Building blocks and techniques (7th ed.). Boston: Pearson. ISBN 13: 978-0-13-5680124.

National Counselor Exam Licensing Prep (NCE) - AATBS - ISBN: 978-1-941273-16-6

*Additional required readings and other learning materials will be provided in Canvas.*

##### Required Supplemental Materials

You will need to record two video recordings of your dyads in order to critique your counseling skills throughout the semester. There are various options for recording. Since you must virtually meet 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.

<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.

<https://www.ncblpc.org> NC Board of Licensed Clinical Mental Health Counselors.

## V. Canvas

The syllabus, assignments, grading rubrics, readings, and other materials related to the course can be found on Canvas. **Please ensure that you have complete access to the course on Canvas by the end of the first week of class.** If you have questions about your Canvas account, please contact the campus Helpdesk at <https://nccu.teamdynamix.com/TDClient/1852/Portal/Home/> or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

## VI. COURSE POLICIES

### Attendance

Please note an NCCU policy that began in Fall 2022 regarding attendance: **Attendance Verification Policy**

**Before Financial Aid is disbursed each semester, NCCU must confirm that each student has begun attendance in each course. Instructors must validate each student's attendance for each course.**

Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course. Students who do not attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

Two Weeks of Instruction equates to the following:

M/W/F Classes: 6 total absences

M/W or T/R Classes: 4 total absences

Classes that meet once a week: 2 total absences

\*Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a University-sponsored program or event.

After the University's established withdrawal date, as noted in the Academic Calendar, a student will earn the letter grade commensurate with his/her/their course performance. The student's final grade will be based on the student's performance and participation, to include attendance as noted in the instructor's syllabus. A faculty member may incorporate points for class participation or online synchronous or asynchronous class participation (i.e., Blackboard, Blackboard Collaborate, WebEx, Zoom) as they deem appropriate based on the nature of the course content and delivery.

### **Recording Class Attendance**

If a student misses three (3) consecutive class meetings and the faculty member deems advisable, the faculty member is required to enter that information into Navigate or any other academic system used to track student attendance, and to also report the information to the student's academic dean for appropriate follow-up.

Students who miss class to participate in University-sponsored activities can request documentation from the appropriate office (Athletics, Honors, etc.) to note that they have an excused absence for the missed class time. It is ultimately the student's responsibility to inform the faculty member of such activities at least one (1) week before the authorized absence, and to make up all work as determined by the faculty member.

For this experiential course, participation is paramount. Your instructor also recognizes that we as our country begins to emerge from a pandemic that has upended our lives, wrought trauma and grief, and caused countless knock-on effects, including economic impacts, students are still impacted by Covid and other stressors. It is strongly encouraged that students communicate with their instructor if they need to miss class or have trouble getting an assignment completed on time. When appropriate and possible, accommodations can be made if necessary. Open communication before the fact is essential to making sure students get the skills and information they need from the course while also accounting for situations in life that may arise throughout the semester.

The attendance policy is fairly strict given the experiential nature of the course. An unexcused absence during the synchronous meeting time will result in a deduction of 10 points from your participation grade, two absences will result in a 20-point deduction, three or more absences will result in an F grade. As non-participation accrues, students will receive an email of concern from the instructor. Students are expected to contact the instructor with an update and plan for the rest of the semester. Again, open communication with the instructor before an absence occurs is preferable and highly encouraged.

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 unless needed for an emergency. Punctuality and participation are 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. Please be familiar with the following guidelines around etiquette:

<http://www.nccucounseling.com/student2/index.php/videoconference-etiquette>

There is more information on the grading of attendance and participation on page 8 of this document.

### Assignments

- All assignments must be completed and turned in on time. **Assignments must be turned in via Canvas by 11:59PM on the day that they are due (unless otherwise noted).** Late assignments are subject to grade penalties. **Please communicate with your instructor ahead of the due date if you are experiencing difficulty getting the assignment completed on time. If no communication is received from the student, 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.
- 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.

### Emails

I will do my best to 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 and Compassion

- Your instructor strives to embrace the *love ethic* (bell hooks, 2000) in each class. The love ethic means that multiple components of love – “care, commitment, trust, responsibility, respect, and knowledge” – are embraced throughout our lives, including at work, in the classroom, and with people we encounter. Your instructor invites you to practice the love ethic in this course and in your life, as well.
- 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, gender, sexual, or other identity; attacking another’s point of view; etc. will not be tolerated.**

## VII. 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.

While ChatGPT and similar tools can be beneficial resources for brainstorming, students are not permitted to submit papers written by ChatGPT.

#### 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 in need of support for personal conditions (i.e. neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through 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 available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symplicity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised 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 must register with SAS.

#### Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment 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 the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

Other Campus Programs, Services, Activities, and Resources to support NCCU students

- 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](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).

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.

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.

***TASK STREAM STATEMENT*** (\*note, this software is not yet available to students):

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., “Task Stream”) 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 Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment

names may be different than what appears in Task Stream. Task Stream has replaced Foliotek. Students will be notified when Task Stream becomes available. **Until Task Stream is rolled out, students are asked to save all of their assignments, as they may be needed at a later date.**

## VIII. COURSE ASSIGNMENTS

### A) Participation and Dispositions (60 points)

- 1) Participation includes engagement in synchronous class times' experiential activities, self-reflection, and role-play exercises. Engagement includes completion of all readings and tasks, as well as active contributions. You are also expected to participate in dyads with your dyad partners each week and to engage in self reflection of the dyad experiences. **(40 points)**
- 2) As a part of your attendance and participation evaluation, students are graded regarding the following criteria regarding dispositions **(20 points)**:
  - 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.
  - Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.
  - Demonstration of effective leadership skills.
  - Active engagement in class activities and participation as a group member.
  - 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 these behaviors, 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.

### B) Dyad Video Responses (Flipgrid) (120 points)

Each student will be paired with a classmate and will serve as that student's "counselor" for the first half of the semester; we will switch partners mid-way through the semester. The dyads (pairs) will meet virtually for half an hour each week and the counselor will complete a weekly video reflection that is shared only with the instructor. In addition to participating in a 30-

minute dyad as the counselor, each student will also participate as the client for a different student counselor for another half hour. Students only complete the reflection video about the sessions in which they were a counselor. Students will receive an invitation to join and participate with Flip Grid in the first week of classes.

The dyads will meet online using Zoom or Webex and all information shared in the sessions must remain confidential. It is recommended that the dyads take place following the group class time i.e., 6:30pm – 7:30pm. However, when the dyad takes place is entirely up to the dyad partners. The counselor will review informed consent with the “client,” just as one would with a client at the beginning of the counseling relationship to discuss confidentiality.

With regard to the content of the session, it is up to each student what they would like to share in the dyad. Sharing real content (e.g., feelings and stresses of the day) tends to lead to a richer and more realistic experience for the client and counselor, but this is not required. Students will be given topics each week that can be discussed in the dyad, but students are free to discuss any topic in dyads.

The counselor will complete the video reflection each week and it will be shared only with the instructor. The instructor will provide a response video in Flip grid ([www.flipgrid.com](http://www.flipgrid.com)).

**C) Cultural Genogram (90 points)**

The purpose of this assignment is to identify family/cultural patterns that influence you as a person and a beginning counselor. You will then have an opportunity to explore themes to more fully understand how cultural background, world view, privilege/oppression, upbringing, and other demographic markers shape us. You may find this resource on cultural genograms helpful in this assignment: [https://www.researchgate.net/profile/Tracey-Laszloffy/publication/227706282\\_The\\_Cultural\\_Genogram\\_Key\\_to\\_Training\\_Culturally\\_Competent\\_Family\\_Therapists/links/59eddf80f7e9bc36521f1cb/The-Cultural-Genogram-Key-to-Training-Culturally-Competent-Family-Therapists.pdf](https://www.researchgate.net/profile/Tracey-Laszloffy/publication/227706282_The_Cultural_Genogram_Key_to_Training_Culturally_Competent_Family_Therapists/links/59eddf80f7e9bc36521f1cb/The-Cultural-Genogram-Key-to-Training-Culturally-Competent-Family-Therapists.pdf)

**Part 1 (50 points)**

You will create a **Cultural Genogram** of your own family tree, providing insight into some of the factors that have shaped your identity, beliefs, values, and perspectives. You are welcome to think of family as broadly as you like (e.g., neighbors, friends, “chosen family,” or spiritual/religious leaders who have had a strong influence on your life). Your genogram can be creative or straightforward (i.e., if you want to use a digital pictures, art supplies to decorate your genogram that is very welcome; if you prefer to use an app such as draw.io to create your genogram that is great too. This is an opportunity to be as creative as you would like!)

**Please note that the genogram will only be shared with the course instructor and is not shared with classmates.** In class discussion, we will discuss themes that arose from the assignment, but you are not required to share if you are not comfortable or if it does not feel appropriate for you. It is also important to consider that this exercise can bring up painful feelings, memories, or narratives. Please practice self care throughout this assignment (and always!) and know that you can contact the NCCU Counseling Center if you would like to speak to a counselor about this experience.

Label or describe the following items in your **genogram** as they apply:

1. How is family defined in your life?
2. Family history (e.g., marriages, divorces/separations, deaths, geography)
3. Define your culture (however that makes sense to you)
4. Your cultural values (spiritual, political, religious, moral, or otherwise), core beliefs, and traditions
5. Cultural wealth/ Particular points of pride for your culture or your family specifically
6. Important life events that have affected you (either in your lifetime or before you were born)

7. Relationships between family members (i.e., conflicts, alliances, closeness/distance)
8. Challenges that have impacted family members if you feel comfortable sharing (e.g., assault, abuse, incarceration, intergenerational trauma)
9. Strengths or markers of resilience or post-traumatic growth in your family
10. Physical and mental health histories of family members
11. Areas of privilege or marginalization in your life

### Part 2 (40 points)

Respond to each of the following **reflection** prompts and include your responses with your genogram. Each response should be 5-7 sentences long.

1. What are your family's beliefs and feelings about the group(s) that comprise your culture of origin? What parts of the group(s) do they embrace or reject?
2. What is your family's overarching worldview (e.g., core values, perspectives on life)?
3. Family's beliefs about mental health, or counseling specifically
4. Describe one area of privilege and one area of marginalization within your family and how they both impact you today
5. What feelings came up for you as you created your cultural genogram? How do you feel about your cultural identity?

You will be graded as follows:

- Comprehensive inclusion of at least three generations within your family tree, using symbolism, legends, labels, etc.
- Response to reflection questions on genogram.
- Visual quality and organization of the genogram.

### D) Case Conceptualization (90 total points)

Each student will present a case conceptualization in class. **This assignment includes (1) a conceptualization presentation (use Appendix A for guidelines on what to include in your conceptualization) and (2) a 10-minute video clip of you as the counselor with a client.**

The video clip is a role play in which you are the counselor and there is a client who presents with an issue with which you are interested in working (e.g., anxiety, depression, body image concerns, career exploration, substance use, relationship issues.) Please respond to the questions in Appendix A for your conceptualization and present them in a Powerpoint (or other format) presentation that you record (or narrate). The case conceptualization gives an opportunity for you to examine the many systems that a client exists in, their identities,

supports, and the factors that are contributing to the presenting concern. You will choose a date during the semester to present. Case conceptualization is a vital skill to develop in counseling.

The **10-minute video clip** will demonstrate a role play with you as the counselor and the “client” will be a friend, family member, classmate, dyad partner, etc. who will portray a person from the media (i.e. choose someone from current events, TV, film, literature, etc.) as the client. For example, your “client” could be an actual person, such as LeBron James, NBA player; or a character, such as Mavis Beaumont from the Netflix television show *Survival of the Thickest*. It is not necessary to choose someone that everyone will know, as you will explain who they are in the conceptualization. In the past, students have been creative and chosen a wide range of “clients” from the character of Tony Soprano (from the TV show the Sopranos) to reality TV star NeNe Leakes.

As the counselor, you will role play with the “client” (e.g., providing counseling to Rihanna, for example, as she prepares for the birth of her second child, if she were your “client”).

In the role play, you will be expected to demonstrate the following skills: **Nonverbal attending, encouragers, open-ended questions, paraphrasing, reflecting feelings, and summarizing.**

The presentation for the class will total 30 minutes:

- 10 minute presentation of your conceptualization
- 10 minute video demonstration
- 10 minute processing with the class

Due date will vary, as students will sign up for dates to submit their assignment and present it in class.

### **E) Midterm Skills Assessment (100 points)**

This assignment will function as your midterm exam for the course. 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 session with you in the role of counselor working with your dyad client. You will submit this recording to a privately shared Google drive folder shared with the course instructor. This section of tape should showcase you applying skills we have covered to date. These skills will be specified below and shared in a rating form before you record. After you watch your tape you will be asked to complete the following:

1. The Counseling Skills Rating Form
2. The Counseling Skills Tracking Form
3. Reflection questions below:
  - a. What were you most proud of? (please include the time stamp from the video)
    - i. What skills were you using?
    - ii. What were your thoughts during that time in the session?
    - iii. What were your feelings during that time in the session?

- b. What part of the session did you feel most unsure, insecure, and vulnerable?  
(include time stamp)
  - i. What skills were you using?
  - ii. What were your thoughts during that time in the session?
  - iii. What were your feelings during that time in the session?
  - iv. Rewind! What would you do differently if you could do it over?

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. These skills are very important when you receive supervision as a practicum student, intern, or associate licensed counselor. Below are the skills you will be expected to demonstrate in the session.

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

You will be graded as follows:

- Tape 15-20-minute role-play of counseling skills: Up to 25 points
- Rating form: Up to 25 points
- Tracking form: Up to 20 points
- Reflection form: Up to 30 points

#### **F) Final Skills Assessment (110 points)**

This assignment will function as the final exam for the course. Students 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 privately shared google drive folder shared with the course instructor. The skills required will be specified below and 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. The Counseling Skills Tracking Form
3. Reflection answering the questions below:
  - c. What were you most proud of? (Please include the time stamp from the video.)
    - i. What skills were you using?
    - ii. What were your thoughts during that time in the session?
    - iii. What were your feelings at that time in the session?
  - d. In what part of the session did you feel most unsure, insecure, and vulnerable?  
(Please include the time stamp from the video.)
    - i. What skills were you using?

- ii. What were your thoughts during that time in the session?
- iii. What were your feelings?
- iv. Rewind: What would you do differently if you could do it over?

**Below are the skills you will be expected to demonstrate in the session.**

Required skills:

1. Nonverbal attending
2. Encouragers
3. Open Ended Questions
4. Paraphrasing (reflection of content)
5. Reflection of feelings
6. Broaching
7. Summarizing

Choose 2 of the following skills:

1. Appropriate use of self-disclosure
2. Reflection of meaning
3. Reframing
4. Confrontation
5. Immediacy
6. Feedback
7. Goal Setting

You will be graded as follows:

- Tape 15-20-minute role-play of counseling skills: Up to 50 points
- Rating form: Up to 20 points
- Tracking form: Up to 15 points
- Reflection form: Up to 25 points

### **G) 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, as they progress through the program. See Forms section to view the CSDAT. CSDATs will be completed and feedback shared with each student prior to the Mid-Program Review near the middle of the semester. The feedback will be used to help support the mid program review process.

**VIII. COURSE EVALUATION**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Participation (40) and Dispositions (20)	<b>Instructor ongoing evaluation</b> (Engagement and attendance in class and dyads, contribution to discussions, completion of readings, offering peer feedback, and demonstration of dispositions (personal and professional behaviors and attitudes))	60
Cultural Genogram	<b>Due 9/5 by 11:59PM</b>	90
Midterm Skills Assessment	<b>Due 10/3 by 11:59PM</b>	100
CSDAT evaluation feedback	<b>Feedback given to students at the mid-semester (Date TBD)</b>	30
Case Conceptualization	<b>Due 10/24 by 11:59PM</b>	90
Final Skills Assessment	<b>Due 11/14 by 11:59PM</b>	110
Dyad Video Reflections (Flipgrid)	<b>Due Weekly on Tuesdays by 11:59PM</b> 10 points for each video; First video is due no later than Tuesday, 8/29 by 11:59PM	120
	<b>TOTAL</b>	<b>600</b>

**Grading Scale:**

<b>A</b>	540-600
<b>B</b>	480-539
<b>C</b>	420-479
<b>F</b>	< 420

**IX. COURSE SCHEDULE**

<b>Date</b>	<b>Focus</b>	<b>Readings due by class; Assignments due on Tuesday night before class</b>
<p><b>Week 1</b> August 16th</p> <p>Synchronous meeting Wednesday 5-6:30pm</p>	<p>Introduction to the course</p> <p><b>Module 1</b> Helping as a personal journey</p>	<p>Young, Chapter 1</p>
<p><b>Week 2</b> August 23rd</p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 2</b></p> <p>The therapeutic relationship</p>	<p>Young, Chapter 2</p>
<p><b>Week 3</b> August 30<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 3</b> Cultural self-awareness, diversity, values, &amp; multiculturalism</p> <p>The Cultural Climate and the Therapeutic Relationship</p>	<p>Young, Chapter 3</p> <p>Day-Vines et al. (2007)</p>
<p><b>Week 4</b> September 6<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Dr. Blount will come visit the class discuss Practicum and Practicum placement</b></p>	<p>Kabat-Zinn, 2012</p> <p><i>Thoughtful Counselor</i> podcast episode on deliberate practice</p> <p><b>Assignment due 9/5:</b> Cultural Genogram</p>

<p><b>Week 5</b> September 13<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 4</b> Invitational Skills</p> <p>Trauma-informed counseling</p>	<p>Young, Chapter 4</p> <p>Meyers (2017)</p>
<p><b>Week 6</b> September 20<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 5</b> Reflecting Skills: Paraphrasing</p>	<p>Young, Chapter 5</p>
<p><b>Week 7</b> September 27<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 6</b> Reflecting Skills: Reflecting Feelings</p>	<p>Young, Chapter 6</p>
<p><b>Week 8</b> October 4<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 7</b> Advanced reflecting skills: Reflecting Meaning and Summarizing</p>	<p>Young, Chapter 7</p> <p><b>Mid-term Assessment Due 10/3</b></p>

<p><b>Week 9</b> October 11<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 8</b> Challenging skills</p>	<p>Young, Chapter 8</p>
<p><b>Week 10</b> October 18<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 9</b> Assessment and Goal Setting</p>	<p>Young, Chapter 9</p> <p>The section on initial assessment in the AATBS text</p>
<p><b>Week 11</b> October 25<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 10</b> Change Techniques Part 1</p>	<p>Young, Chapter 10</p> <p><b>Assignment due 10/24:</b> Case Conceptualization</p>
<p><b>Week 12</b> November 1<sup>st</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 11</b> Intervention and Action: Change Techniques Part II</p>	<p>Young, Chapter 11</p>

<p><b>Week 13</b> November 8<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p>Dyad and Flip grid video</p>	<p><b>Module 12</b> Outcome Evaluation and Termination Skills</p>	<p>Young, Chapter 12</p> <p>The section on termination in the AATBS materials</p>
<p><b>Week 14</b> November 15<sup>th</sup></p> <p>Synchronous meeting Wednesday 5-6:30pm</p> <p><u>No dyads this week</u></p>	<p><b>Module 13</b> Last Class: Cultivating presence in counseling</p> <p>Looking towards Practicum and Reflection</p>	<p><i>Thoughtful Counselor</i> podcast episode on cultivating presence</p> <p><b>Final Skills Assessment Due</b></p>
<p><b>Week 15</b> No class Nov. 22<sup>nd</sup> for Thanksgiving Break</p>	<p>No class meeting this week.</p> <p>Happy Thanksgiving! Please engage in self care.</p>	
<p><b>Week 16</b> November 29<sup>th</sup></p>	<p>No class meeting this week.</p>	<p>Each student will meet individually with Dr. Beckwith for a 30-minute conference. Sign-up in Canvas.</p>

**\*\* Syllabus and readings are subject to change.**

## **Appendix A: Case Conceptualization**

### Guidelines for Case Conceptualization Presentations

**This assignment includes a case conceptualization and a 10-minute video clip of you as the counselor working with a client who presents with an issue with which you are interested in working (e.g., anxiety, depression, body image concerns, time management struggles, substance abuse, relationship issues, career exploration.)**

Please use these guidelines for your conceptualization and present them in a Powerpoint (or other format) presentation. Record yourself presenting the presentation (or narrate it in Powerpoint).

The 10-minute video clip will demonstrate a role play with you as the counselor and the “client” will be a friend, family member, classmate, dyad partner, etc. who will portray a person from the media (i.e. choose someone from current events, TV, film, literature, etc.) as the client. For example, your “client” may be Simone Biles, highly decorated American gymnast and Olympian, etc. It is not necessary to choose someone that everyone will know, as you will explain who they are in the conceptualization. As the counselor, you will role play with the “client” (e.g., providing counseling to your “client” Rihanna, for example, as she navigates the transition to parenthood).

#### **1. Client Demographics**

- a. Age, gender, race/ethnic background, other cultures client may be a part of, sexual orientation, immigration status, language, religious affiliation, disability, educational/academic/vocational status, physical appearance, interpersonal style, etc.

#### **2. Presenting Problem**

- a. 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?

#### **3. Multicultural Considerations**

- a. Client’s values, spiritual beliefs, customs pertinent to presenting concern; client’s cultural strengths that are supportive for growth/change; any biases or stereotypes that might impact the helping relationship; etc.

#### **4. History of significant events**

- a. Medical and health history
- b. Social, interpersonal history
- c. Education, vocational history
- d. Family background
- e. Previous counseling experience
- f. Trauma experiences/ adverse childhood experiences

- g. Legal involvement
- h. Any social determinants of mental health, e.g., exposure to violence, financial stressors, housing insecurity

### 5. Conceptualization

- a. Working hypotheses for DSM V-TR Diagnosis (if applicable); can include V-codes
  - i. Include-previous client diagnoses
  - ii. Documented learning differences or physical disabilities
- b. Conceptualization of client's presenting concern
  - i. From your theoretical perspective, how would you conceptualize this client's presenting concern or situation? (in at least four sentences)
  - ii. Discuss client's strengths, interests, and protective factors.
  - iii. Explore social justice factors, including client's and your own marginalized and privileged identities.
  - iv. Identify developmental stages/concerns of the client (Think development across the lifespan).
  - v. Where is client in terms of the transtheoretical model of change: precontemplation, contemplation, preparation, action, maintenance, or termination (Prochaska & DiClemente, 1982)?
  - vi. Assess client's level of overall wellness (Think the components of overall wellness from the Indivisible Self Model of Wellness (Myers & Sweeney, 2008)).

### 6. Course of Counseling

- a. Initial goals, plan, treatment strategies (Think beginning to develop a treatment plan).
- b. Relationship
  - i. How do *you* feel when with this client? What emotions, thoughts, impulses come up for you in working with this client?
  - ii. How do you think your client sees you? How do you think your client experiences *you*?
- c. What metaphor would accurately represent this client's presenting concern or your work together?