

CON5371 Pre-Practicum Counseling Skills Syllabus

Counselor Education Program
 School of Education
 North Carolina Central University

Instructor: Kelly King, PhD, LCMHCA, NCC	E-mail: kking52@ncu.edu
Office: School of Education 2125	Phone: 919-530-5049
Synchronous WebEx meeting: Wednesday 4:00-5:30pm	
Office hours (virtual, by appointment): Tuesdays 8am-12pm, Wednesdays 12pm-4pm	

**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 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 is a campus-based residency and 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	Class readings, lecture,	Class discussion, skill

counseling and consultation (CACREP II. F. 5. a., c.)	and role play	portfolio, quiz, feedback during role-play
Utilize a systems approach to conceptualizing clients (CACREP II. F. 5. b.)	Class readings, lecture, and role play	Class discussion, genogram
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	Skill portfolio, 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	Class discussion, skill portfolio, quiz
Use essential interviewing, counseling, and case conceptualization skills (CACREP II. F. 5. g.)	Class readings, lecture, and role play	Skill portfolio, 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	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. F. 5. j.)	Class readings, lecture, and role play	Skill portfolio, quiz
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	Class discussion and skill portfolio
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.)		
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IV. TEXTS, MATERIALS, AND RESOURCES

Required texts

Young, M. (2017). Learning the art of helping: Building blocks and techniques (6th ed.). Boston: Pearson. ISBN 13: 978-0-13-416578-3.

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

Additional required readings will be made available on Blackboard throughout the semester.

Required Supplemental Materials

You will need to record audio and video of your role-plays in order to critique your counseling skills throughout the semester. There are various options for recording your role-plays. 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 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 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 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. **As of Fall 2017 NW and NF attendance grades will no longer be assigned.**

For this online course, if the instructor notices one week of non-participation in the online platform and/or (unexcused) absence during the synchronous meeting time this 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. If there is no contact, the instructor will report the facts to the student's academic dean for appropriate follow-up. It is the student's responsibility to inform the instructor of any authorized absence, and to make up all work as determined by the instructor.

Attendance and observance of videoconferencing etiquette at all synchronous meetings is mandatory. 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>

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, 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.

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 (formerly Student Disability 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 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, nccupinfo@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.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

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.

VIII. COURSE ASSIGNMENTS

A) Participation (50 points)

1. Modules and synchronous meetings include discussions, experiential activities, self-reflection, and role-play exercises. You are expected to fully engage in these activities. Engagement includes completion of all readings and tasks, as well as active contributions. **On weeks we have recording assignments in the module, you must complete these by the end of the module, including uploading your feedback form.** (40 points)
2. You will receive the remaining 10 points based on your own assessment of your participation. You will assess yourself on the basis of the following parameters at the end of the semester. Provide yourself a number of points out of 10 total and a 4-5 sentence rationale for this grade. (10 points)

- *Student always contributes to discussion and engages fully in activities (e.g., raising thoughtful questions, building on other's ideas, communicating understanding of the readings): Up to 10 points.*
- *Student sometimes contributes in the aforementioned ways: Up to 7 points.*
- *Student rarely in the aforementioned ways: Up to 3 points.*
- *Student never contributes in the aforementioned ways: 0 points.*

B) Cultural Genogram (50 points)

The purpose of this assignment is to identify family/cultural patterns that influence you as a person and budding counselor. You will then have an opportunity to share themes with classmate(s) to more fully understand how cultural background, privilege/oppression, upbringing, and other demographic markers shape us.

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, or religious leader had a strong influence on your life you may incorporate them too). Examples of genogram formats are on Blackboard. Your genogram can be creative or straightforward (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).

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

1. Family history (e.g., marriages, divorces/separations, deaths, geography)
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. Relationships between family members (i.e., conflicts, alliances, closeness/distance)
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

Part 2 (20 points). Include a response to each of the below three **reflection** prompts 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 beliefs about mental health and counseling specifically
3. Describe one area of privilege and one area of marginalization within your family and how they both impact 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 and organization of the genogram: Up to 5 points*

C) Quizzes (100 total points)

Most weeks throughout the semester you will have open book, open note quizzes in your module. These will be accessible from the module folder for that week (and disappear when the module ends). Quizzes will focus on important pieces of information coming out of the assigned readings. You can review your score and the correct answers for each question after submitting the quiz.

D) 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 ten-minute section of a taped role-play with you in the role of counselor. This 10-minute section of tape should showcase you applying skills we have covered to date. Analyze your effectiveness with the transcript/key and reflection paper. The goal is not necessarily to have a flawless tape; you are aiming for a thoughtful review of your intentions and impact on the client.

There are 3 requirements for this assignment:

1. Identify the 10-minute section of **tape** you have analyzed among your role-play recordings submitted to Google Drive. You can make a note of this at the top of your transcript (e.g., Role Play 1 Broaching, minute 1:00-11:00).
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. Be sure to:
 - a. Create a key of counseling skills used and corresponding color-code at the top of the document (see example in Blackboard for an illustration). **Next to each skill,**

provide the count for the total number of times you used each one in your transcript.

- b. Color-code **every** counselor response to identify skills used (per your key).
 - c. Identify 3 counselor responses (in the whole transcript) that showcase you accurately and effectively using a counseling skill from your key. Label them as “Nailed it!” or “Woohoo!” and indicate why you feel it is a strong application of a skill (**be specific in your analysis here, refer to the impact on the client and flow of the session**).
 - d. Identify 3 places in the transcript 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, note this and provide the new open-ended question in writing). Label them “Rewind!” or “Take 2!” and provide your new counselor response (**verbatim how you would phrase it**) using a skill from the key. Analyze the possible effect of this new counselor response.
3. Along with the tape and transcript, write a **2-page reflection paper** where you (a) discuss the skills you used most and least in the midterm assessment as well as why that might be and, (b) reflect on how you view yourself within the counselor role (e.g., What do you uniquely bring to the counselor role? Current strength and area for improvement with regard to your skills?)

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 by midterm:

1. Reflection of content
2. Broaching
3. Open-ended Question
4. Close-ended Question
5. Empathy
6. SIMPLE STEPS
7. Attentive nonverbals
8. Minimal encouragers

You will be graded as follows:

- *Tape* 10-minute role-play of counseling skills: Up to 20 points
- *Transcript* typed according to tape, clearly labels and analyzes skills, ‘nailed it,’ and ‘take 2’ moments: Up to 30 points
- *Reflection* Meaningful two-page paper discussing patterns and developmental goals: Up to 50 points

E) 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 will turn these diagrams in as a compilation in a single word document (your full skill portfolio!). You can consult the example skill diagram on Blackboard.

Here are the list of skills covered (each with their own diagram):

1. Open ended question
2. Close ended question
3. Broaching
4. Reflections of content (paraphrase)
5. Reflections of feeling
6. Reflection of meaning
7. Immediacy
8. Confrontation
9. Summary
10. Encouragement

<p>Skill: <i>Name the skill you are diagraming this week.</i></p>
<p>Definition: <i>Provide definition of skill informed by our text.</i></p>
<p>Summary of additional information about skill: <i>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...)</i></p>
<p>Provide 1 example of this skill in action during your taped role-play: <i>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).</i></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

F) Final Skills Assessment (150 points)

Your final will take on the same format as the midterm skills assessment with a role play you have recorded in the second half of the semester. The below components must be turned in to Blackboard:

1. Full recording containing the 10-minute section you have analyzed in Google Drive. Identify the 10-minute section of **tape** by making a note of this at the top of your transcript (e.g., Role Play 5 Reflections of feeling and summary, minute 3:30-13:30).
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. Be sure to:
 - a. Create a key of counseling skills used and corresponding color-code at the top of the document (see example in Blackboard for an illustration). **Next to each skill, provide the count for the total number of times you used each one in your transcript.**
 - b. Color-code **every** counselor response to identify skills used (per your key).
 - c. Identify 3 counselor responses (in the whole transcript) that showcase you accurately and effectively using a counseling skill from your key. Label them as “Nailed it!” or “Woohoo!” and indicate why you feel it is a strong application of a skill (**be specific in your analysis here, refer to the impact on the client and flow of the session**).
 - d. Identify 3 places in the transcript 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, note this and provide the new open-ended question in writing). Label them “Rewind!” or “Take 2!” and provide your new counselor response (**verbatim how you would phrase it**) using a skill from the key. Analyze the possible effect of this new counselor response.
3. 2-page reflection paper covering the following topic areas:
 - a) What was your primary motivation in this 10-minute segment? In other words, what are your interventions driving towards? What skills did you use to help move in this direction and how would you assess their impact on the client?
 - b) How has your use of skills progressed from midterm to final? Compare and contrast what you made use of then versus now (be specific!). What are your self-critiques and how will you improve these areas in the future?

Remember you should be demonstrating the following facilitative counseling skills, though they need not be perfect 100% of the time: nonverbal attending skills, appropriate presence, reflection of content, reflection of meaning, reflection of feeling, open/closed questions (probing), broaching multicultural considerations, interpretation, immediacy, challenge, empathy, and change techniques (e.g., mindfulness, countering, gratitude).

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 and clearly labels skills: Up to 40 points
- *Intentions* Meaningful 2-page paper outlining skill development: Up to 80 points

VIII. COURSE EVALUATION

Assignment	Due Date	Points
Participation	-Instructor ongoing evaluation (40 points) -Self evaluation due 4/12 by 11:59pm to BB (10 points)	50
Cultural Genogram	Due 1/27 by 4:00pm to BB	50
Midterm skills assessment	Due 2/24 by 11:59PM to BB	100
Final skills assessment	Due 4/12 by 11:59PM to BB	150
Quizzes	Due as assigned	100
Skill portfolio	Due 3/28 by 11:59PM to BB	150
TOTAL		600

Grading Scale:

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

IX. COURSE SCHEDULE

Date	Focus	Readings due
Week 1 January 11-17 Synchronous meeting Wednesday 4:00-5:30pm	Module 1 Introduction to the course	Readings due: <i>AATBS Effective Therapist Communication</i> (p. 39-43) and <i>Supervision</i> (p. 71-75)
Week 2 January 18-24 Synchronous meeting Wednesday 4:00-5:30pm	Module 2 The person of the helper The therapeutic relationship	Readings due: <i>Young, Chs. 1 & 2</i> <i>Kottler & Blau (1989) Ch. 5</i>
Week 3 January 25-31 Synchronous meeting Wednesday 4:00-5:30pm	Module 3 Cultural self-awareness, diversity, values, & multiculturalism	Readings due: <i>Young, Ch. 12</i> <i>Ratts & Pedersen (2014) Ch. 3</i> Assignment due 1/27 at 4pm: Genogram
Week 4 February 1-7 Synchronous meeting Wednesday 4:00-5:30pm	Module 4 Multicultural competence & cultural exchanges	Readings due: <i>Multicultural & Social Justice Competencies (Skim)</i> <i>Day-Vines et al. (2007)</i> Role play 1 due: Broaching

<p>Week 5 February 8-14</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 5 Invitational skills and collaboration</p>	<p>Readings due: <i>Young, Ch. 3</i> <i>Teyber (1997) Ch. 2</i></p> <p>Role play 2 due: Open- and close-ended questions</p>
<p>Week 6 February 15-21</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 6 Assessment, goal setting, and psychological first aid</p>	<p>Readings due: <i>Young, Ch. 8</i> <i>Ruzek et al., 2007</i> <i>Ratts & Pederson (2014) Ch. 4</i> <i>AATBS (p. 47-54)</i></p> <p>Role play 3 due: Suicide Assessment (SIMPLE STEPS)</p>
<p>Week 7 February 22-28</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 7 Listening skills and the art of paraphrasing</p>	<p>Readings due: <i>Young, Ch. 4</i> <i>Nichols, M. P. (1995) Ch.1 & 2</i></p> <p>Role play 4 due: Reflections of content</p> <p>Assignment due 2/24: Midterm Skills Assessment</p>
<p>Week 8 March 1-7</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 8 Reflections of feeling and meaning</p>	<p>Readings due: <i>Young, Ch. 5 & 6</i></p> <p>Role play 5 due: Reflections of feeling and summary</p>
<p>Week 9 March 8-14</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 9 Challenging skills and resistance to change</p>	<p>Readings due: <i>Young, Ch. 7</i> <i>Teyber (1997) Ch. 3</i> <i>Bugental & Bugental (1984)</i></p> <p>Role play 6 due: Confrontation and immediacy</p>
<p>Week 10 March 15-21</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 10 Change Techniques and empowerment</p>	<p>Readings due: <i>Young, Ch. 9</i> <i>McWhirter (1991)</i></p> <p>Role play 7 due: Relaxation or mindfulness exercise</p>

<p>Week 11 March 22-28</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 11 Change Techniques and building motivation</p>	<p>Readings due: <i>Young, Ch. 10</i> <i>Hoy, Natarajan, & Petra, 2016</i></p> <p>Role play 8 due: Encouragement or affirmation</p> <p>Assignment due 3/28: Skill portfolio</p>
<p>Week 12 March 29-April 4</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 12 Theories and Techniques</p>	<p>Readings due: <i>AATBS</i> (p. 1-38)</p>
<p>Week 13 April 5-11</p> <p>Synchronous meeting Wednesday 4:00-5:30pm</p>	<p>Module 13 Ending Helping Relationships</p>	<p>Readings due: <i>Young, Ch. 11</i> <i>Ward, 1984</i></p>
<p>Week 14 April 12-18</p>	<p>Module 14 Wellness and Reflection</p>	<p>Readings due: <i>Lee & Miller, 2013</i> <i>Self-Care Assessment</i> <i>Self-Care Plan</i></p> <p>Assignments due 4/12: Final skills assessment, Self evaluation of participation</p>

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