

**CON5371 -01 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.*

**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 meet in person and makes use of a variety of instructional methods, including but not limited to: class readings, group discussion, role-plays, peer feedback, tape analysis. We will meet together for an hour and a half and then students will break into dyads the last hour of class where from 5:30-6pm they will serve as a client for the same classmate over the whole semester and from 6-6:30pm they will be in a different pair and serve as a counselor for a

different classmate over the whole semester. So each student will be part of two different pairings.

### III. STUDENT LEARNING OUTCOMES

<b>Learning Outcome and CACREP Standard</b>	<b>Method for Obtaining Outcome</b>	<b>Method for Evaluation of Outcome</b>
Describe theories and models of counseling and consultation (CACREP 3.E.1,4.	Class readings, lecture, and demonstration/case conceptualization	Class discussion, video reflections, feedback during demonstration/case conceptualization
Utilize a systems approach to conceptualizing clients (CACREP 3.E.1,2.	Class readings, lecture, and demonstration/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 3.E.5.)	Class readings, lecture, and demonstration/case conceptualization	Video reflections, mid-term and final skill recordings
Identify and implement counselor characteristics and behaviors that influence the counseling process (CACREP 3.E.8)	Class readings, lecture, and demonstration/case conceptualization	Class discussion, Video reflections, peer review: case conceptualization
Use essential interviewing, counseling, and case conceptualization skills (CACREP 3.E.3)	Class readings, lecture, and demonstration/case conceptualization	Video reflections, mid-term and final skill recordings, peer review: case conceptualization
Practice creating relevant counseling plans and measurable outcomes (CACREP 3.E.13,14.	Class readings, lecture, and role play/case conceptualization	Video reflections, 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 3.E.15)	Class readings, lecture, and role play/case conceptualization	Video reflections, case conceptualization
Describe suicide prevention models and strategies; crisis intervention and trauma informed care (CACREP 3.E.19,20.)	Class readings, lecture, case study	Class discussion, group demonstration activity
Integrate content towards development of a personal model of counseling (CACREP 3.E.21.)	Class readings and class discussions	Genogram, mid-term and final skill assessments,

		peer review: case conceptualization
Describe how the Multicultural and Social Justice counseling competencies facilitate counseling relationships (CACREP 3.B.1. and 3.E.7).	Class readings, lecture, and role play/case conceptualization	Class discussion and video reflections
Develop skills and methods of effectively preparing for and conducting initial assessment meetings (CACREP 3.G.10)	Lecture, class discussion	Class discussion
Adapt counseling skills to meet the needs of those affected by crisis, disasters, and trauma (CACREP 3.E.20)	Class discussion	Class discussion
Display strategies for personal and professional self-evaluation and implications for practice (CACREP 3.E.2,21)	Role-play/ Demonstration	Midterm and final skills assessment, peer review: case conceptualization

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

##### Required texts

Young, M. (2021). Learning the art of helping: Building blocks and techniques (8th ed.). Boston: Pearson.

*Additional required readings may be added to Canvas throughout the semester.*

##### Required Supplemental Materials

You will need to record a few video recordings of your dyad sessions in order to critique your counseling skills throughout the semester. There are various options for recording your sessions. If meeting in person you can record with your phone or computer and then will upload on a privately shared google drive folder. If virtually, you can use Zoom or Webex to host and record your session. Zoom may work better at getting both the counselor and client on the screen at the same time.

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.

## V. CANVAS

The syllabus, assignments, grading rubrics, readings, and other materials related to the course can be found in Canvas. **Please ensure that you have complete access to the course in Canvas by the end of the first week of class.** If you have questions about your Canvas account, please contact the campus Helpdesk at [nccu.edu/facultyandstaff/its/helpdesk.cfm](http://nccu.edu/facultyandstaff/its/helpdesk.cfm) or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

## 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.

If there are extenuating circumstances that come up, it is the student's responsibility to inform the instructor of any authorized absence and to make up all work. Points will be taken off from the participation/ disposition grade for unexcused absences, unexcused lateness, and lateness of assignments.

Attendance and observance of videoconferencing etiquette is mandatory. **Put cell phones and any other devices away including laptops that are not for the purpose of class. 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.

### Assignments

- All assignments must be completed and turned in on time. Assignments must be turned in via Canvas 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. 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.

### Emails

By and large, I will respond to emails within 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 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.
- 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. **It is the position of this instructor in this course that the use of AI (Artificial Intelligence) will detract from the skills we are trying to develop. So the use of any form of AI on any class assignments such as papers and more would be considered Academic dishonesty.** 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 disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at [www.nccu.edu/sas](http://www.nccu.edu/sas) and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with 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](http://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](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

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](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, [nccupinfo@nccu.edu](mailto:nccupinfo@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.

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.

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 (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 practice 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 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) Cultural Genogram (50 points)

The purpose of this assignment is to identify family/cultural patterns that influence you as a person and beginning 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. The genogram is due **Feb. 5th by 4pm**.

**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 creative or straightforward (i.e., if you want to use digital pictures, photos, 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 choose to be!)

Think about and label or describe the below items in your **genogram** as they apply. Please note that the genogram will only be shared with the course instructor and is not shared with classmates. In class we will talk more about the process and what you learned that you would like to share unless you would like to share your genogram. The below are guidelines but also want you to have some freedom in what variables would be most helpful for you to look at and reflect upon for your own awareness.

1. How is family defined in your life?
2. Family history (e.g., marriages, divorces/separations, deaths, geography)
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. Any particular points of pride and/or strengths for your culture or your family specifically
6. Important life events that occurred that have affected you
7. Relationships between family members (i.e., conflicts, alliances, closeness/distance)
8. Strengths or markers of resilience
9. Physical and mental health histories of family members
10. Areas of privilege or marginalization in your life

**Part 2 (20 points).** Include a response to each of the below four **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
4. What feelings came up for you as you created your cultural genogram?

- 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) Midterm Skills Assessment (100 points)**

This assignment will function as your midterm exam for the course. It is due **Feb. 26<sup>th</sup> by 11:59 pm**. 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 segment 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 demonstrate you applying skills we have covered to date. These skills are specified below. After you watch your tape you will be asked to complete the following forms:

1. The Counseling Skills Rating Form
2. Reflection answering the questions below:
  - a. What were you most proud of? (Time Stamp)
    - i. What skills were you using?
    - ii. What were the thoughts in your head during that time in the session?
    - iii. What were the feelings you were having?
  - b. What part of the session did you feel most unsure, insecure, and vulnerable? (Time Stamp)
    - i. What skills were you using?
    - ii. What were the thoughts in your head during that time in the session?
    - iii. What were the feelings you were having?
    - iv. Rewind: What would you do 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. 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. Reflecting feelings
6. Summarizing (optional but would be good to try to practice and incorporate)

You will be graded as follows:

- 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

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

This assignment is due **April 2nd by 11:59**. During the course residency you will be recording your final skills assessment. You will be observed and given feedback in person by the course instructor and record the session so you can watch it after the residency. In that session you will demonstrate the skills required in tape 1 and 2 of the newer skills. You will turn in a 15-20 minute recording with you as the counselor working with your dyad client. You will submit this recording after watching yourself a week after residency to a privately shared google drive folder shared with the course instructor. The skills required will be specified below. After you watch your tape you will be asked to complete the following forms which will be uploaded in canvas:

1. The Counseling Skills Rating Form
2. Reflection answering the questions below:
  - c. What were you most proud of? (Time Stamp)
    - i. What skills were you using?
    - ii. What were the thoughts in your head during that time in the session?
    - iii. What were the feelings you were having?
  - d. What part of the session did you feel most unsure, insecure, and vulnerable? (Time Stamp)
    - i. What skills were you using?
    - ii. What were the thoughts in your head during that time in the session?
    - iii. What were the feelings you were having?
    - iv. Rewind: What would you do if you could do it over?

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

Basic listening skills:

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

2 of the following skills:

1. 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 demonstration of counseling skills: Up to 72 points
- Rating form: Up to 18 points
- Reflection form: Up to 20 points

### **E) Case Conceptualization (100 total points)**

Each student will complete a case conceptualization and submit it which will include a 10 minute video segment where you are the counselor working with a client who is struggling with an issue you are interested in working with. (i.e. anxiety, depression, body image, procrastination,

substance abuse, career etc.) It is a role play demonstration. Please respond to the questions at the end of the syllabus for your case conceptualization in a powerpoint. 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 of the newer challenging skills (Self disclosure, Reflection of meaning, Reframing, Confrontation, Immediacy, or Feedback)**. The case presentation should be no more than 25 minutes total: 5 minute powerpoint/background/ 10 minute video demonstration, 5 minute reflection summary of your skills used and what you learned, and 5 minutes of your talking through the client Soap note you. The case presentation is to be submitted in canvas and is due **April 16th by 11:59pm**. You will receive feedback not only from the course instructor but one peer reviewer paired up with you from the class. The grade will come from the instructor and the peer reviewer will provide qualitative feedback on a different form.

- 1.Powerpoint:... Student answered all questions for the case conceptualization and presented in a visually appealing, organized, and engaging way: Up to 40 points
- 2.Video demonstration:....Student demonstrated required skills in the video demonstration with a client who was struggling with a certain issue/s. Up to 40 points
- 3.Reflection.....Student did a good job verbalizing reflections learned from the assignment about themselves as a counselor and commenting on their skill usage. Up to 10 points
- 4.Counseling Case Note: Student did a good job with the written aspect of their SOAP note on the client in their case conceptualization and talking through what they wrote on their note and why they wrote their note the way they did. Up to 10 points

#### **F) Peer Review: Case Conceptualization (70 points)**

Each student will be assigned one case conceptualization of a peer that they are expected to watch and provide feedback on. The feedback will be due in Canvas on **April 23rd by 11:59pm**. The instructor will view the feedback in Canvas and you will also be asked to email the same feedback form directly to the student whose case you are reviewing and on the same due date. The format/form you will be asked to follow is in canvas.

#### **Peer Review Assignments:**

Ashley	Michelle
Jerrold	Kyla
Sam	Wanda
Michelle	Riah
Tamika	Jerrold
Riah	Jade
Kyla	Tamika

Trent	Sam
Wanda	Ashley
Jade	Trent

**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. The CSDAT will be in Canvas to view. CSDATs will be completed and feedback shared with each student in an individual conference with feedback on the case conceptualization the last week of the semester.

**H) Video Reflections (40 points)**

At the beginning of the semester you will be paired up with a student in the class where you will serve as the student's "counselor" for the entire semester. You will meet for half an hour each week in our last hour of class and the "counselor" will complete a weekly brief video reflection on prompts provided. Logistics on how you will submit your video reflection and access the reflection prompt will be discussed in more detail in class. Prompts will relate to skills discussed in class and practiced in your dyads as well as occasional check ins on your Practicum search. You will also serve in the client role for the other half hour but mainly need to respond in your video reflection from your perspective as the counselor. Information shared from your video reflection is confidential and I will be watching some of your skills and pop into your dyad breakout sessions to help give skill feedback.

I want you to feel free in your dyads to share meaningful and real content as well as in your video reflections. I will keep all content shared or from your reflections confidential unless I am worried about harm to self or others. The counselor in your dyad will go over informed consent just as you would with a real client at the beginning of the semester to reinforce confidentiality. It's up to you as the client what you would like to share in your dyad. We have found that sharing real content has made the process easier and a richer experience for the client and counselor. However, it is your choice as the client the depth of content you would like to share. Student feedback received in the past has shown the dyads have proven to be an extra support for the semester. With your video reflections I will watch, give you credit and respond with my own video response. Video reflections are due the midnight before our Wednesday class and I will be reviewing those generally Wednesday mornings

You will be graded as follows:

Each of 8 dyad video reflections are worth 5 points for a total of 40 points

**Dyad Pairs:****Counselor:      Client:**

Ashley	Jerrod
Jerrod	Trent
Sam	Riah
Michelle	Wanda
Tamika	Michelle
Riah	Kyla
Kyla	Sam
Trent	Tamika
Wanda	Jade
Jade	Ashley

**VIII. COURSE EVALUATION**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Participation (40) and Dispositions (60)	Instructor ongoing evaluation Engagement and attendance in class, out of class dyads, contribute to discussions, complete readings, offer feedback, and dispositions (personal and professional behaviors and attitudes)	100
Cultural Genogram	Due February 5 <sup>th</sup> by 4pm	50
Midterm skills assessment	Due February 26 <sup>th</sup> by 11:59pm	100
Final skills assessment incorporated with March 25 <sup>th</sup> and 26 <sup>th</sup> Residency and recording/paper work are due April 2nd	Due April 2nd by 11:59pm	110
Case Conceptualization	Due April 16th by 11:59 pm	100
Peer Review Case Conceptualization	Due April 23rd by 11:59pm	70
Dyad Video Reflections	8 video reflections are due throughout the semester to reflect on your dyads. Each journal is due as scheduled and worth 5 points each.	40
CSDAT evaluation feedback	Feedback given to students in the individual conference in the final week of the semester.	30
	<b>TOTAL</b>	600

**Grading Scale:**

<b>A</b>	540-600
<b>B</b>	480-539
<b>C</b>	420-479
<b>F</b>	< 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 1 KPI which is listed below. The assignment that measures the standard is listed beside it. The instructor will record the final grade for each student's 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. (K & S) : Final Skills Assessment

**IX. COURSE SCHEDULE**

<b>Date</b>	<b>Focus</b>	<b>Readings due</b>
<b>Week 1</b> January 15th Wednesday 4-6:30pm	<b>Module 1</b> Introduction to each other and the course	
<b>Week 2</b> January 22nd Wednesday 4-6:30 pm Video Reflection	<b>Module 2</b> The person of the helper The therapeutic relationship	<b>Readings due:</b> <ul style="list-style-type: none"> <li>• Young, Chs. 1 &amp; 2</li> <li>• Hardy &amp; Laszloffy, 1995</li> </ul>

<b>Week 3</b> January 29th Wednesday 4-6:30 pm  Video Reflection  <b>Note: January 27<sup>th</sup> by noon last day to drop or add a course</b>	<b>Module 3</b>  Cultural self-awareness, diversity, values, & multiculturalism  The Cultural Climate and the Therapeutic Relationship	<b>Readings due:</b> <ul style="list-style-type: none"> <li>• Young, Ch. 3</li> <li>• Day-Vines et al. (2007)</li> </ul>
<b>Week 4</b> February 5th Wednesday 4-6:30 pm	<b>Module 4</b> Invitational Skills	<b>Assignment due Feb. 5th at 4 pm: Cultural Genogram</b> <b>Readings due:</b> <ul style="list-style-type: none"> <li>• Young Ch. 4</li> </ul>

<b>Week 5</b> February 12th Wednesday 4-6:30 pm  Video Reflection	<b>Module 5</b> Reflecting Skills: Paraphrasing	<b>Readings due:</b> <ul style="list-style-type: none"> <li>• Young, Ch. 5</li> </ul>
<b>Week 6</b> February 19th Wednesday 4-6:30 pm  Video Reflection	<b>Module 6</b> Reflecting Skills: Reflecting Feelings	<b>Readings due:</b> <ul style="list-style-type: none"> <li>• Young, Ch. 6</li> </ul>
<b>Week 7</b> February 26 <sup>th</sup> Wednesday 4-6:30 pm  Video Reflection	<b>Module 7</b> Advanced reflecting skills: Reflecting meaning and summarizing	<b>Readings due:</b> <ul style="list-style-type: none"> <li>• Young, Ch. 7</li> </ul> <b>Midterm Skills Assessment due by 11:59pm</b>

<b>Week 8</b> March 5th Wednesday 4-6:30 pm	<b>Module 8</b> Challenging skills	<b>Readings due:</b> <ul style="list-style-type: none"> <li>Young, Ch. 8</li> </ul>
Spring Break		
<b>Week 9</b> March 19th Wednesday 4-6:30 pm  Video Reflection	<b>Module 9</b> Assessment and Goal Setting	<b>Readings due:</b> <ul style="list-style-type: none"> <li>Young, Ch. 9</li> <li>Chatbot Activity</li> </ul>
<b>Week 10</b> <b>Residency</b> <b>March 25<sup>th</sup> and March 26<sup>th</sup></b> <b>9am to 4pm on campus</b>	<b>Module 10</b> Change Techniques Part 1 Revisiting Theory	<b>Readings due:</b> <ul style="list-style-type: none"> <li>Young, Ch. 10</li> </ul> Your Final Skills Assessment dyad recording will take place at the residency during live observation.
<b>Week 11</b> April 2 <sup>nd</sup> Wednesday 4-6:30 pm	<b>Module 11</b> Change Techniques Part II: Intervention and Action Revisiting Theory	<b>Readings due:</b> <ul style="list-style-type: none"> <li>Young, Ch. 11</li> </ul> <b>Final Skills Assessment Due by 11:59pm</b>
<b>Week 12</b> April 9 <sup>th</sup> Wednesday 4-6:30 pm  Video Reflection	<b>Module 12</b> Outcome evaluation and termination skills	<b>Readings due:</b> <ul style="list-style-type: none"> <li>Young Ch. 12</li> </ul>



<b>Week 13</b> April 16th Wednesday 4-6:30 pm Video Reflection Final Dyad: Termination/Closure	Revisiting Group Counseling	<b>Case Conceptualization Assignment due by 11:59pm</b>
<b>Week 14</b> April 23rd Wednesday 4-6:30 pm	<b>Module 13</b>  Looking towards Practicum and Reflection	<b>Assignment due Peer Review Case Presentation Due by 11:59pm</b>
<b>Week 15</b> <b>Individual Conferences</b>	Final individual conferences on skills, CSDAT feedback, and case conceptualization. No group meeting.	An hour individual conferences will be scheduled between April 28 <sup>th</sup> and May 2nd

## **Appendix A: Case Presentation**

### Guidelines for Case Presentations

#### **Case Conceptualization (100 total points)**

Each student will complete a case conceptualization and submit it which will include a 10 minute video segment where you are the counselor working with a client who is struggling with an issue you are interested in working with. (i.e. anxiety, depression, body image, procrastination, substance abuse, career etc.) It is a role play demonstration. Please respond to the questions at the end of the syllabus for your case conceptualization in a powerpoint. In the role play you will be expected to demonstrate the following skills: Nonverbal attending, encouragers, open ended questions, paraphrasing, reflecting feelings, and summarizing and **at least one of the newer challenging skills**. The case presentation should be no more than 25 minutes total: 5 minute powerpoint/background/ 10 minute video demonstration, 5 minute reflection summary of your skills used and what you learned, and 5 minutes of your talking through the client Soap note you wrote. The case presentation is to be submitted in canvas and is due **April 16th by 11:59pm**. You will receive feedback not only from the course instructor but one peer reviewer paired up with you from the class. The grade will come from the instructor and the peer reviewer will provide qualitative feedback on a different form.

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

- a. Age, gender, race/ethnic background, 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. 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
- g. Multicultural and Social Justice considerations (MSJCCs) and impact on counseling relationship
- h. Any notable situational factors

#### **4. Conceptualization**

- a. Working hypotheses for DSM Diagnosis (if applicable)
  - i. Include previous client diagnoses
  - ii. Documented learning or physical disabilities
- b. Conceptualization of client
  - i. Apply a theory of your choice to describe your client's situation (in at least four sentences)

- ii. 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.
- iii. Identify developmental stages/concerns of the client
- iv. Assess client's level of overall wellness

**5. Course of Counseling**

- a. Initial goals, plan, treatment strategies
- b. Progress to present (including how many sessions you have had)
- c. What have you done that has worked? That has not worked?
- d. 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*?
  - iii. What are your expectations of one another in the counseling process?
  - iv. Metaphor for relationship?

**6. Current difficulties, blocks, needs from group**

- a. What aspect of the clip would you like the group to focus on?
- b. Particular difficulties you are having with this client.