

CON5371 -OL1: Pre-Practicum Counseling Skills Syllabus

Counselor Education Program
School of Education
North Carolina Central University

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Synchronous WebEx meeting: Wednesdays 4pm to 5:30pm	
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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 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, dyad logs, feedback during role-play/case conceptualization
Utilize a systems approach to conceptualizing clients (CACREP II. F. 5. b.)	Class readings, lecture, and role play/case conceptualization	Class discussion, genogram, case conceptualization
Practice ethically and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships, including identifying the impact of technology on the counseling process (CACREP II. F. 5. d., e.)	Class readings, lecture, and role play/case conceptualization	Dyad logs, mid-term and final skill recordings, managing tapes
Identify and implement counselor characteristics and behaviors that influence the counseling process (CACREP II. F. 5. f.)	Class readings, lecture, and role play/case conceptualization	Class discussion, dyad logs
Use essential interviewing, counseling, and case conceptualization skills (CACREP II. F. 5. g.)	Class readings, lecture, and role play/case conceptualization	Dyad logs, mid-term and final skill recordings
Practice creating relevant counseling plans and measurable outcomes (CACREP II. F. 5. h., i.)	Class readings, lecture, and role play/case conceptualization	Dyad logs, mid-term and final skill recordings
Identify evidence-based counseling strategies and techniques for prevention and intervention, as well as consider how to connect clients with community resources (CACREP II. F. 5. j.)	Class readings, lecture, and role play/case conceptualization	Dyad logs, case conceptualization
Describe suicide prevention models and strategies; crisis intervention and trauma informed care (CACREP II. F. 5. l., m.)	Class readings, lecture, case study	Class discussion, group role-play activity
Integrate content towards development of a personal model of counseling (CACREP II. F. 5. n.)	Class readings and class discussions	Genogram, mid-term and final skill assessments
Describe how the Multicultural and Social Justice counseling competencies facilitate counseling relationships (CACREP II. F. 2. c.)	Class readings, lecture, and role play/case conceptualization	Class discussion and dyad logs

Develop skills and methods of effectively preparing for and conducting initial assessment meetings (CACREP II. F. 7. b.)	Lecture, class discussion	Class discussion
Adapt counseling skills to meet the needs of those affected by crisis, disasters, and trauma (CACREP II. F. 3. g.)	Class discussion	Class discussion
Display strategies for personal and professional self-evaluation and implications for practice (CACREP II. F. 1. k.)	Role-play	Midterm and final skills assessment

IV. TEXTS, MATERIALS, AND RESOURCES

Required texts

Young, M. (2021). Learning the art of helping: Building blocks and techniques (7th ed.). Boston: Pearson.

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

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

Required Supplemental Materials

You will need to record a few audio and video recordings of your role-plays in order to critique your counseling skills throughout the semester. There are various options for recording your role-plays. 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://ncblcmhc.org>: Information regarding licensure.

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 nccu.edu/facultyandstaff/its/helpdesk.cfm or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676. For general information about Canvas, its functionality and navigation, please visit the course shell via Canvas.

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.

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. **Please keep cameras on and put cell phones and any other devices away that are not for the purpose of class. Punctuality and participation are necessary to accomplish the goals of the course.** 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 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. 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.

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 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 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 to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

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

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

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the

Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for inclass 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 (40 points) and Disposition (60 points)

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

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

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated 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 **June 11th**.

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, 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.

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 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. 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
10. Physical and mental health histories of family members
11. 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) Case Conceptualization (100 total points)

Each student will conduct a case conceptualization in class where you will show a 10 minute video segment where you are the counselor working with a client who is struggling with an issue you are interested in working with. (i.e. anxiety, depression, body image, procrastination, substance abuse, career etc.) It is a role play so the client might be a friend, classmate etc. who is portraying a client who could be famous or not (i.e. you could choose someone from tv, film, literature etc). Please respond to the questions at the end of the syllabus for your case conceptualization in a powerpoint presentation presented to the class. In the role play you will be expected to demonstrate the following skills: Nonverbal attending, encouragers, open ended questions, paraphrasing, reflecting feelings, summarizing and a skill that is covered on the day you are assigned to do your presentation. The case presentation for the class will be a total of 30 minutes: 5 minute powerpoint/background/ 10 minute video demonstration/ 15 minute processing with the class.

1.Powerpoint:... Student answered all questions for the case conceptualization and presented in a visually appealing, organized, and engaging way to the class: Up to 40 points

2.Video demonstration:....Student demonstrated required skills in the video demonstration with a client who was struggling with a certain issue/s. Up to 40 points

3.Processing.....Student did a good job helping process the video with the class and answering questions. Up to 20 points

D) Midterm Skills Assessment (100 points)

This assignment will function as your midterm exam for the course. It is due **July 2nd**. In it you will demonstrate your awareness of various skills we have covered up to this point in the course. Select a 15-20 minute section of a taped role-play with you in the role of counselor working with your dyad client. You will submit this recording to a 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 are specified below. 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:
 - 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

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

E) CSDAT (Counseling Skills and Dispositions Assessment Tool) (30 points)

The instructor will complete the CSDAT for each student and provide feedback on this program wide assessment which is used in Pre Practicum, Group, Practicum, and Internship to let students know how they are doing on specific skills and dispositions. See Forms section to view the CSDAT. CSDATs will be completed and feedback shared with each student by **July 7th** and used to help support student development of skills in preparation for field experience.

F) Dyad Video Responses (Flipgrid) (120 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 virtually for half an hour each week and the "counselor" will complete a weekly video response on flipgrid. (www.flipgrid.com) The instructor will assign you a prompt each week in your flipgrid account which you will get an invite to on your email. You will answer with a video response and the instructor will respond back to you. Then you will also be a client for a different counselor for another half hour during the week. You will only complete the weekly video response to the prompt on flipgrid as the counselor. You will meet online and information shared is confidential. The counselor 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 this dyad has proven to be an extra support for the semester. Each week the instructor will view your video response and give you credit and provide a video response. All video responses are due each week by midnight on the Tuesday before class or otherwise noted in the schedule.

You will be graded as follows:

Each of 8 video responses is worth 15 points each for being complete.

G) Final Skills Assessment (100 points)

This assignment will function as your final exam for the course. It is due **July 23rd**. In it you will demonstrate the skills required in tape 1 and 2 of the newer skills. Select a 15-20 minute section of a taped role-play with you in the role of counselor working with your dyad client. You will submit this recording to a 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:
 - 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?

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

2 of the following skills:

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

You will be graded as follows:

- Tape 15-20-minute role-play of counseling skills: Up to 35 points
- Rating form: Up to 25 points
- Tracking form: Up to 20 points
- Reflection form: Up to 20 points

VIII. COURSE EVALUATION

Assignment	Due Date	Points
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 6/11 by 11:59PM to Canvas	50
Midterm skills assessment	Due 7/2 by 11:59PM to Canvas	100
CSDAT evaluation feedback	Feedback given to students by 7/7	30
Final skills assessment	Due 7/23 by 11:59PM to Canvas	100
Case Conceptualization	Due as assigned	100
Dyad Video Responses (Flipgrid)	Due Weekly: 15 points for each of 8 responses. First video response is due no later than Tuesday June 4 th at 11:59pm	120
	TOTAL	600

Grading Scale:

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

Key Performance Indicators: Counselor Education Program Assessment Plan

As part of the overall assessment plan for the Counselor Education program, designated courses have specific Key Performance Indicators (KPIs) that are connected to accreditation standards. Pre-Practicum has 2 KPIs which are listed below. The assignment that measures each standard is listed beside it. The instructor will record the final grade for each assignment in Taskstream which is a portal for recording grades. If the student does not meet the grade standard which will be clearly communicated when the assignment is introduced, the student will be asked to repeat the assignment.

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

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

IX. COURSE SCHEDULE

Date	Focus	Readings due
<p>Week 1 May 22nd Synchronous meeting</p>	<p>Module 1 Introduction to the course</p>	<p>Sign up for a mid-program review timeslot: http://nccucounselingmppr.appointy.com/</p> <p>Additional information is available here: http://www.nccucounseling.com/student2/index.php/advising/mppr</p>
<p>Week 2 May 29th Synchronous meeting</p> <p>Dyads begin and flipgrid video responses</p>	<p>Module 2 The person of the helper The therapeutic relationship</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young, Chs. 1 & 2 • Hardy & Laszloffy, 1995 • AATBS: Individual therapy unit <p>Assignment due 6/4: First dyad and video response</p>
<p>Week 3 June 5th Synchronous meeting</p> <p>Dyads and video responses</p>	<p>Module 3 Cultural self-awareness, diversity, values, & multiculturalism</p> <p>The Cultural Climate and the Therapeutic Relationship</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young, Ch. 3 • Day-Vines et al. (2007) • AATBS: Core Counseling Attributes and Respect and Acceptance of Diversity) <p>Assignment due 6/11 at 11:59pm: Cultural Genogram</p>
<p>Week 4 June 12th Synchronous meeting</p> <p>Dyads and video responses</p>	<p>Module 4 Invitational Skills</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young Ch. 4

<p>Week 5 June 19th Synchronous meeting</p> <p>Dyads and video responses</p>	<p>Module 5 Reflecting Skills: Paraphrasing</p> <p>Module 6 Reflecting Skills: Reflecting Feelings</p> <p>Case Conceptualization</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young, Ch. 5 & 6
<p>Week 6 June 26th Synchronous meeting</p> <p>Dyads and video responses</p>	<p>Module 7 Advanced reflecting skills: Reflecting meaning and summarizing</p> <p>Module 8 Challenging skills</p> <p>Case Conceptualization</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young, Ch. 7 & 8 <p>Assignment due 7/2: Mid-term skills assessment</p>
<p>Week 7 July 3rd Synchronous meeting</p> <p>Dyads and video responses</p>	<p>Module 9 Assessment and Goal Setting</p> <p>Case Conceptualization</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young, Ch. 9 • AATBS: Assessment and Treatment planning and goals <p>CSDAT feedback provided to each student</p>
<p>Week 8 July 10th Synchronous meeting</p> <p>Dyads and video responses</p>	<p>Module 10 Change Techniques Part 1 Revisiting Theory</p> <p>Module 11 Change Techniques Part II: Intervention and Action Revisiting Theory</p> <p>Case Conceptualization</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young, Ch. 10 & 11

<p>Week 9 July 17th Synchronous meeting</p> <p>Dyads and video responses (After completing the final skills assessment, turn off recording and provide some termination of the dyad relationship.)</p>	<p>Module 12 Outcome evaluation and termination skills</p> <p>Module 13 Case Conceptualization</p> <p>Looking towards Practicum and Reflection</p>	<p>Readings due:</p> <ul style="list-style-type: none"> • Young Ch. 12 • AATBS: Treatment Planning <p>Assignment due 7/23: Final dyad and video response and final skills assessment</p>
<p>Week 10 July 24th</p>	<p>Final individual conferences on skills and no group meeting</p>	<p>Half an hour individual conferences will be scheduled between July 25th and July 26th.</p>

Appendix A: Case Presentation

Guidelines for Case Presentations

Each student will conduct a case conceptualization in class where you will show a 10 minute video segment where you are the counselor working with a client who is struggling with an issue you are interested in working with. (i.e. anxiety, depression, body image, procrastination, substance abuse, career etc.) It is a role play so the client might be a friend, classmate etc. who is portraying a client who could be famous or not. Please respond to the below questions for your case conceptualization in a powerpoint presentation presented to the class. In the role play you will be expected to demonstrate the following skills: Nonverbal attending, encouragers, open ended questions, paraphrasing, reflecting feelings, summarizing. The case presentation for the class will be a total of 30 minutes: 5 minute powerpoint/background/ 10 minute video demonstration/ 15 minute processing with the class.

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. Including 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.