



Department of Educational Psychology and Counseling

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Course Syllabus

EPC 659A: Counseling Practicum: Communication Skills

Monday • 7:00 pm – 9:45 pm • Virtual (Zoom)•Fall 2021

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**Instructor:** Ernesto Gutierrez  
**Office:** Virtual office  
**Phone:** 818.359.8798 (Mobile)  
**Email:** Ernesto.gutierrez@csun.edu  
**Office Hours:** By appointment

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**Course Description**

Communication theory and skills, designed to help students develop greater self-knowledge and become aware of their impact on others through participation in group experiences and peer counseling, emphasis on verbal and non-verbal communication cues, refinement of basic response skills, and the subtleties of language and style.

Class time will be spent in professional growth activities, basic skill training, and supervision of fieldwork and counseling. Students observe skills on video and modeled by instructor, will practice skills in small groups and dyads, and engage in group discussion of skills exercises, textbook learning, personal growth activities and goal development. Discussion will also include exploration of students evolving interpersonal and counseling style.

**Units:** 3

**Prerequisites:** Formal admission into the counseling program as an unclassified graduate student by the Department of Educational Psychology and Counseling

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**Conceptual Framework**

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to **Excellence and Innovation**. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- Excellence in professional and academic preparation
- Evidence of growth and
- Ethical and caring professionals
- Collaborative partnerships
- Communities of diverse learners
- Creative and reflective thinking

## Instructional Philosophy

The Counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

### *Learning-Centered Education*

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

### *Outcome-Based Education*

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
  - Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.
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## CTC School Counselor Performance Expectations Covered in this Class:

<b>SCPE 2: Professionalism, Ethics, and Legal Mandates</b>	
2.5	Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
2.6	Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
2.7	Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
2.12	Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.
<b>SCPE 5: Social/Emotional Development</b>	
5.1	Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
5.4	Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
5.14	Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

## **CACREP Core, College Counseling and Student Affairs, and School Counseling Standards Covered in this Class:**

### 1) Objectives:

- 1) Create a milieu in which constructive feedback & mutual support is given & received. [**Secondary focus: Specialty Standard: School Counseling 5k; College Counseling 5n**]
  - a. During class discussion and skills practice
  - b. Through goal setting assignment
  - c. In growth group
- 2) Identify, understand, select and practice a variety of basic counseling strategies and communication skills. [**Primary focus: Core Standards: 5b, 5i. Secondary focus: Core Standards: 3i, 5e, 5k, 6c, 7b, 7e, Specialty Standards: School Counseling 2f, 2i, 2m, 2n, 3b; College Counseling 2a, 2f, 2n**]
  - a. From assigned readings
  - b. Through participation in class activities and skills practice
  - c. In meetings with U-100 mentees
  - d. Through tape evaluations
  - e. In meeting with individual supervisor & triad supervision of tapes
- 3) Understand and apply communication, developmental and counseling theory. [**Primary focus: Core Standards-5g, 5h; Secondary focus: Core Standards: 2b, 5a**]
  - a. From assigned readings
  - b. Through class discussion
  - c. In meetings with mentees
  - d. Through tape evaluations and process recording assignment
  - e. In meetings with individual supervisor & triad supervision of tapes with instructor (continued on next page)
- 4) Display appropriate awareness of personal feelings, attitudes, values, motivations and conflicts and understand how these impact counselor effectiveness. [**Secondary focus: 2a, 2d, 2e, 2f, 2g, 2h**]
  - a. Through personal therapy
  - b. Through growth group
  - c. In class discussion and skills practice
  - d. From Thoughts and Feelings Workbook
- 5) Achieve personal/professional development [**Secondary focus: Core standards 1k, 1l**]
  - a. Through personal therapy
  - b. Through growth group
  - c. Through class activities including the Feedback Wheel
  - d. Through Goal Setting Assignment and follow through on Action Plans
- 5) Develop skills in interpersonal communication and teamwork. [**Secondary focus: Core Standards: 1b**]
  - a. In growth group
  - b. In skills practice feedback
  - c. Through class activities including the Feedback Wheel
- 6) Transfer learning from the practicum to working with clients in work and fieldwork. [**Secondary focus: Core Standard: 4h**]
  - a. In meetings with mentees
  - b. Through in-class skills practice.
  - c. In individual supervision and triad supervision with instructor
- 7) Recognize and incorporate ethical conduct in professional and academic activities. [**Primary focus: Core standard-5d; Secondary focus: Core standard: 4j**]
  - a. Through discussion in class and in supervision

- b. From reading assignments
- 8) Learn to recognize risk and appropriately respond to students to prevent harm. [**Primary focus: Core Standards: 5j; Specialty standard: School Counseling 2d; College Counseling 2d. Secondary focus: 5l, 5m, 7c, 7d**]
  - a. Through class discussion and in supervision
- 9) Assume the identity of a professional in training and demonstrate the skills of professionalism. These include committing to personal/professional development (as a counselor), assuming responsibility, using good judgment and developing the ability to problem solve. [**Secondary focus: Core Standards 1 c; 1m**]
  - a. Through class discussion and growth group

## Student Learning Outcomes of the 659A/B Practicum

- 1) Demonstrate emerging competence in specific communication and relationship-building skills in videotapes with U-100 students. These skills include Empathy, Respect, Positive Regard, Warmth, Genuineness, Non-verbal skills, Presence, Minimal encouragers, Paraphrasing and Reflections of Feeling.
- 2) Demonstrate basic competence in goal setting.
- 3) Demonstrate basic awareness of your own feelings and thoughts in the counselor role.
- 4) Demonstrate emerging ability to develop hypotheses about “client” feelings, thoughts and self-limiting beliefs.
- 5) Demonstrate critical thinking and emerging ability to apply counseling theory to cases.

## Purposes of the 659A/B Practicum

### 1) Purposes:

1. Build communication, relationship building and goal setting skills.
2. Increase *self*-understanding of feelings, attitudes, values, motivations and beliefs in order to enhance perception and sensitivity in working with clients/advisees.
3. Foster the development of professional identity.

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## Instructional Format

Each class session will be comprised of a mini-lecture/presentation by one (or both) of the practicum instructors, opportunities to practice skills in triads [Students take turns in each of the ‘client’/‘counselor’/observer roles] that are observed by a professional counselor 80% of the time. For the two required tapings, triadic supervision is provided for one tape per student.

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## Policies and Resources

### *Attendance*

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented

in class that are not covered in your readings.

### ***Due Dates and Times***

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (7pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

### ***Requests for Incompletes***

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form ([Incomplete Request](#)).

### ***Religious Holidays***

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the ***first two weeks of class*** so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

### ***Professionalism***

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
  - *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you **appear** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Skype, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g. proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Student Identified Class norms: \_\_\_\_\_

Students who have difficulty in one or more of these are as may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

### ***Students with Disabilities***

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the university's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

### ***Policy on Cheating and Plagiarism***

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 6<sup>th</sup> edition*. Additionally, students **must submit original work**. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

### ***Informed Consent***

Counseling, by definition, implies an intention to make personal changes. Many assignments and exercises in Practicum are also designed to effect personal exploration and change as part of the process of preparing to become an effective counselor. While we have given a good deal of thoughtful consideration to making these experiences beneficial to you, and to give you as much control as possible over the process, it must be acknowledged that any personal change involves risk: you may experience emotional pain or discomfort or reduced stability in your psychological adjustment. It is possible to develop irrevocable awareness about yourself or your environment that you regret. People may not respond as you hope.

Therefore, it is important to understand that participation in course exercises is optional (except when performing in the role of "counselor"). You have not only the right, but also the responsibility to decide if, and to what extent, you will participate in any exercises or assignments. In addition, you also have the responsibility to stop if, in your judgment, participation will be personally detrimental, and to raise the question of alternate assignments with your instructor. At the same time, if you find yourself not wishing to participate in many of the experiential activities, arrangements should be made to discuss the issues with the instructor and program coordinator. Practicum & the CC/SS program are, by their very nature, experientially-oriented.

It is also important to understand that you have not only the right, but also the responsibility to share only what you want in Practicum. You are asked to make a commitment not to reveal anything specific that you do not want to reveal, and to be reasonably forthright about this, "That is a subject I am not ready to talk about," etc.

### ***Confidentiality and Limits (SCPE 2.5)***

In this course, you are entering an experience that involves a significant amount of self-disclosure. Naturally, people will say things that are personal & confidential. It is your duty to maintain confidentiality and trust. Please carefully review the ACA Code of Ethics.

Each course instructor has a responsibility to act professionally and ethically, and also has a responsibility to the university, profession, and society. Normally, these responsibilities are not in conflict, and confidentiality can be maintained. However,

1. if a class member threatens danger to him/herself, we are required by law to make those limited disclosures necessary to avert that danger;
2. if a class member threatens grave bodily harm to another person(s), we are required bylaw to inform the intended victim(s) & appropriate law enforcement agencies;
3. if there is any reasonable suspicion of child abuse or neglect, or elder or dependent adult abuse, we are required by law to report it immediately to the proper authorities and anyone else necessary to keep people safe.
4. If, in our judgment, a class member is acting unethically or experiencing a disturbance in his/her own life to such an extent that it would hinder his/her ability to work positively with others, we may discuss the situation with the departmental Student Affairs Committee to determine appropriate action. Normally, we would discuss the situation with the student before disclosing confidential information to others.

### **Responsibility To Protect Students (SCPE 2.5)**

When you have significant concerns of risk regarding a fieldwork student, you are expected to consult with a qualified counselor immediately. Keep calling and e-mailing until you directly reach a qualified counselor who is immediately available to consult with about the situation, beginning with:

1. University Supervisor/Practicum Instructor: 818.359.8798 (Mobile)
2. Dr. Shyrea Minton (Program Coordinator): 818.677.4976 (office)

University Counseling Services (UCS) also has qualified counselors available for consultation and can typically see students on an emergency walk-in basis during business hours (Mon.-Fri, 8 a.m. - 5 p.m.) It is advisable to walk with a student that you have referred to UCS for a priority evaluation, and to get the student's permission to share the relevant information with the counseling staff. (However, you don't need permission to break confidentiality as needed when genuine concerns about safety loom.) UCS is located in Bayramian Hall, Suite 520, (818) 677-2366.

If you are gaining student affairs or pre-counseling experience at another college, be sure that you have the location and phone number of that college's personal counseling center readily available. If you work in a college that does not have personal counseling services, ask your supervisor to provide you with the policy for dealing with psychological crisis. This should include contact information for an emergency referral to a 24-hour service provider as well as referrals to local, low-cost mental health providers for situations that are less emergent. If none exists, insist that a policy be developed. (Most community colleges without psychological services have a policy of referring all emergencies to campus police.)

Trained telephone crisis counselors (paraprofessional) are available 24 hours a day, 7 days a week by calling: 211.

In a true emergency, call 911.

Once you have consulted with at least one qualified counselor you are expected to follow the steps recommended by that person. It is understood that you will do so from your role as a mentor, and that consultation with a qualified counselor does not provide you with the competency to behave as a counselor. Once you have taken the recommended steps, post on Moodle for further input and discuss the situation with your individual supervisor.

#### How to Recognize Risk

1. Use your best judgment. When you learn something new about a practicum client, think logically about possible ramifications.
2. Use your intuition. When a situation "feels" troubling, consult.
3. Beware of the tendency to minimize, discount or ignore your judgment and intuition. Don't worry about "bothering" others or being "wrong". Experienced counselors consult with one another regularly and you should too; just as consultation is part of professional behavior and standards, you should make it a part of your behavior as a student and graduate mentor.
4. Develop a heightened sensitivity to "red flags". Make a point of consulting immediately when:
  - a. There is any indication of possible of child abuse, elder abuse or abuse to a dependent adult.
  - b. There is any indication of possible thoughts of suicide or self-harm.
  - c. There is any indication of danger to others, including possible plans to harm another or destroy property, possible partner violence or grossly negligent or dangerous acts that could lead to harm (including hazing, playing automobile "chicken", drinking rituals, etc.)
  - d. There is any suggestion of a possibly serious medical condition that is not under a doctor's care.
  - e. There is any indication of serious substance abuse that might cause harm to the user or others.
  - f. A person appears to be "in crisis", meaning that their usual ways of coping have been overwhelmed by current circumstances and they seem to have lost their ability to make basic decisions. Often, they will sound panicky, helpless or distraught. Occasionally they may seem "numb".

This list does not constitute formal training in risk assessment. It is only intended to help you recognize risk. With concerns, "red flags" and risks, it is never a mistake to give referrals to all appropriate professionals (counselor, doctor, police) and to strongly recommend follow-up.

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#### ***Useful Links***

##### **CSUN's Computer Support**

[CSUN Helpdesk](#)

##### **Request for Incomplete Grade**

[Incomplete Grade - Request Form](#)

##### **Disabilities Resources and Educational Services**

[DRES](#)

##### **Writing Center**

[Learning Resource Center](#)

##### **The Pride Center**



## [CSUN Pride Center](#)

### Research and Library Assistance

[Research and Library Assistance](#)

### CSUN Student Conduct Policies

[Student Conduct Policies](#)

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#### Required Readings/Books for this Section

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Cengage Learning

Additional readings as assigned by the instructor

#### Recommended Readings

1. American Counseling Association. (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.
  2. Bernard J. M. & Goodyear, R. K. (2014). *Fundamentals of clinical supervision*(5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
  3. Cheon, H., Blumer, M., Shih, A., Murphy, M. & Sato, M. (2009). The influence of supervisor and supervisee matching, role conflict, and supervisor relationship on supervisee satisfaction. *Contemporary Family Therapy, 31*, 52-61.
  4. Hackney, H. L., & Cormier, S. (2013). *The professional counselor: A process guide to helping* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
  5. Hubra, R., Yamokoski-Maynhart, C. & Prieto, L. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling and Development, 86*, 412-418.
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#### Overview of Course Activities & Assignments

1. Practice of communication and relationship skills (**SCPE 5.1**)
  - a. Complete at least 40 out of 100 required hours of practicum, including direct contact with students in a helping or mentoring role.
2. Complete “Mentee Contact Notes” and submit to your Univ. 100 supervision course Canvas site on assigned weeks. Keep an electronic copy for your own records; you will find these very helpful in your supervisory meetings.
3. Practice of Counseling Skills - Mock Counseling Dyad (**SCPE 5.1**)
  - a. Meet with two (2) U-100 students to video record sessions. Review the videos to transcribe skills you use.
4. Meet with the Instructor and your assigned triad to review your U-100 mentoring videos.
5. Goal Setting presentation (to be provided).
  - a. Demonstrate basic competence in goal setting.
6. Process Recording/ Skills transcript (assignment to be provided).
  - a. Demonstrate awareness of your own feelings and thoughts in the counselor role.
  - b. Demonstrate emerging ability to develop hypotheses about “client” feelings, thoughts, and self-limiting beliefs.
  - c. Demonstrate an ability to recognize basic communication skills in the counselor role.
7. Counselor self-care (to be provided). (**SCPE 2.6**)
  - a. Demonstrate a developing ability to plan your own wellness.

- b. Demonstrate a developing ability to apply your wellness plan into your life.

## Grading System

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### **Grading:**

This course emphasizes the importance of both acquired knowledge (didactic) and basic counseling skills (practice). Final grades are based on the following:

Professional Development/Attendance/Participation	10%
Individual Counseling experience (5 hours minimum for the fall)	5%
Skills Transcripts and counseling videos (3x10)	30%
Counseling topic presentation	10%
Weekly reading reflections (10x3)	30%
All documents completed and submitted on Tevera	<u>15%</u>
	<b>100%</b>

A point grading scale will be used for assignments in this course; the same scale will also be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course. Also note that I do not round scores under any circumstances.

Points	Grade
94-100	A
90-93.5	A-
88-89.5	B+
84-87.5	B
80-83.5	B-
78-79.5	C+
74-77.5	C
70-73.5	C-
60-69.5	D
Below 60	F

### **University Policy on GPA Requirements for Graduate Programs**

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

### **Grading can be affected by the following:**

1. Regular, on-time attendance of class. Because of the shared group nature of this course, students depend on one another for learning experiences. Therefore, 2 absences will affect your grade; 3 absences will necessitate dropping the course. A pattern of arriving late, mid-class disappearances or returning late from break will also affect your grade.
2. Quality of participation in class.
3. Your ability to demonstrate awareness of personal issues counselors have in dealing with clients (counter-transference).
4. Your ability to listen and show empathy, respect, positive regard, warmth, and genuineness in practice counseling exercises.
5. Your ability to demonstrate effective, relationship building and communication skills including non-verbal skills, active listening, invitational skills, questions and reflections.
6. Your ability to give and receive concrete feedback.
7. Thoughtful, on-time completion of all assignments and preparation for class.
8. Fulfilling the responsibility of meeting with your therapist, individual supervisor, instructor and fieldwork responsibilities.

9. Your commitment to professional development, including professional workshop attendance and the effective use of peer consultation. This also includes thoughtful development of meaningful goals, realistic action plans, and dedicated follow-through.
  10. The quality of your developed professional goals.
  11. The quality of your posted feedback on goal development offered to an assigned cohortmember.
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## **Program Requirements**

To be completed before the end of the academic year

### **Practicum Experience**

At least 100 clock hours of fieldwork including at least 40 hours of direct contact with students. At least 10 of these hours should be direct contact with students in groups.

### **Supervision**

1-½ hours per week of group supervision (met by the practicum course and mentor supervision course.) Eighteen (18) hours of individual supervision. A supervisor will be assigned by week 3. Note, the individual supervisor is not the same as a “field supervisor”.

### **Personal Counseling**

At least 10 hours of private, confidential, individual counseling with a professional counselor of your choice. This person must be a state-registered Intern or a state licensed Professional Counselor, Psychologist, Marriage and Family Therapist; Social Worker; or Psychiatrist. At least 5 hours must be completed during the fall semester.

### **Workshops**

Attend a minimum of two (2) professional workshops of at least 4 hours each. These should cover topics related to counseling (vs. student affairs). A total of four (4) workshops (including one conference) are required by the department before graduation, preferably one per semester.

### **"A" Evaluation (takes place toward the end of EPC 659A)**

Counseling is a challenging profession and every student progresses at their own pace. Faster is not better. In fact, some of the best counselors have taken advantage of a slower pace to better integrate their learning and development. Some students will be ready to gain maximum benefit from an “official” internship as early as the fall of their second year; others will be better served by engaging in different developmental activities in their second year. As with most things, focusing on your own process rather than some kind of arbitrary measure or timetable is wise.

Perfect grades in your first year are not necessary, nor are they sufficient to indicate readiness for an internship. The ability to translate knowledge into practice and the professionalism demonstrated in multiple settings play a part. (see the form entitled Skills of Professionalism for more detail).

Towards the end of EPC 659A (usually in late November/early December), each students’ progress in terms of emerging clinical skills, professional disposition, and academic development will be evaluated by the Student Affairs Committee to determine the best plan for integrating and solidifying the knowledge garnered in the first year.

## Tentative Schedule and Assignments

Date/Topic	Reading(s) Due	Assignment Due
<b>Week 1 8/30</b> Introduction to the course Review of syllabus Overview of the counseling interview: Stages and skills of counseling Counselor professional identity and disposition ( <b>SCPE 2.12</b> )		
<b>Week 2 09/06</b> <b>No class – Enjoy your labor day 😊</b>		
<b>Week 3 09/13</b> Orientation to U-100-CC/SS students Opening a Session Clinical Supervision: Increased awareness of strengths and limitations that impact therapeutic abilities	1)Ivey, Ivey, & Zalaquett Chapter 1	Reading Reflection 1
<b>Week 4 9/20</b> Building Rapport & a working relationship through Attending Simple & Complex Reflections: Reflecting Content/Meaning- paraphrase Reflecting Feelings–basic empathy	Ivey, Ivey, & Zalaquett Chapter 3, 4, & 6	Reading Reflection 2
<b>Week 5 9/27</b> Showing Empathy through Total Empathic statements Probes/Questions	1)Ivey, Ivey, & Zalaquett Chapter 5, & 7	Reading Reflection 3
<b>Week 6 10/04</b>	ACA Code of Ethics <a href="http://www.counseling.org/Re">http://www.counseling.org/Re</a>	Reading Reflection 4

<p>Establishing a framework: Legal &amp; Ethical Issues &amp; Cultural Competence in the school system (SCPEs 2.7, 5.4)</p>	<p><a href="sources/CodeOfEthics/TP/Home/CT2.aspx">sources/ CodeOfEthics/TP/Home/ CT2.aspx</a> Ivey, Ivey, &amp; Zalaquett Chapter 2</p>	
<p><b>Week 7 10/11</b> How to organize a counseling session. Mid-semester Check-in. 1:1 with the instructor. Work on Video #1</p>	<p>Ivey, Ivey, &amp; Zalaquett Chapter 8&amp;9</p>	<p>Reading Reflection 5</p>
<p><b>Week 8 10/18</b> Intake including biopsychosocial assessment (SCPC 5.14) Goal setting</p>	<p>Reading:TBD</p>	<p>Video #1 Due</p>
<p><b>Week 9 10/25</b> Ambivalent/resistant clients Confrontation Interpretation/Reframing Immediacy</p>	<p>Ivey, Ivey, &amp; Zalaquett Chapter 10 &amp; 11</p>	<p>Reading reflection #6</p>
<p><b>Week 10 11/01</b> Self-disclosure Silence Termination of counseling</p>	<p>Ivey, Ivey, &amp; Zalaquett Chapter 12</p>	<p>Reflection #7 Video #2 due</p>
<p><b>Week 11 11/08</b> Progress notes Assessment &amp; diagnosis Treatment planning &amp; goal setting Termination Skill integration and personal style</p>	<p>Ivey, Ivey, &amp; Zalaquett Chapter 14</p>	<p>Reflection #8</p>

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<p><b>Week 12 11/15</b>  <b>Asynchronous</b>  Wellness  Dealing with Crisis  Dangerousness suicidal/homicidal clients  Microskills and Counseling theories</p>	<p>Crisis Intervention &amp; safety plans with suicidal &amp; homicidal clients.  Review of Video</p>	<p>Crisis Reflection</p>
<p><b>Week 13 11/22</b>  Motivational Interviewing  Stages of Change  Collecting client feedback</p>	<p>Readings TBD</p>	<p>Video #3 Due</p>
<p><b>Week 14 11/29</b>  Student presentations</p>		<p>Student presentations on counseling topic</p>
<p><b>Week 15 12/06</b>  Student presentations</p>		<p>Student presentations on counseling topic</p>
<p><b>Week 16 12/13</b>  Wrap up  1:1 End of semester Check-in the with instructor</p>		<p>Submit all documents. End of semester reflection.</p>

**EPC 659A INDEX for CTC Standards**

Pages on which CTC Standards are Introduced in yellow

<b>SCPE</b>	<b>Introduced</b>
2.5	6, 7
2.6	9
2.7	12
2.12	12
5.1	9
5.4	12
5.14	13