



Clinical Mental Health Counseling Program  
Psychology Department  
College of Natural Health & Sciences  
University of Wisconsin-Parkside

### **COURSE SYLLABUS**

CMHC 702-001: Counseling Skills & Strategies  
Credits: 3  
Semester/Year: Fall 2025  
Course Meeting Time: Asynchronous w/synchronous practice  
Prerequisites: Admission to MS in Clinical Mental Health Counseling program

Instructor: John P. Duggan, Ed.D., LPC, LCPC, LSATP  
Office: Remote  
Office hours: By Appointment (See Live Calendar: [Appointments](#))  
Email: [Duggan@uwp.edu](mailto:Duggan@uwp.edu)

#### **Course Content**

Catalog Description: This course explores the study and practice of basic professional counseling techniques-including micro counseling skills and role-playing. This course emphasizes experiential learning and is a foundational course in preparation for practicum.

#### **Course Objectives**

This experiential skills development course is designed to prepare students to begin their first practicum and internship experiences. The overall goal is to demonstrate knowledgeable and competent interviewing and counseling skills leading to the development of a therapeutic relationship rooted in a safe and warm environment for clients.

Counselor characteristics and behaviors that influence the helping process including age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, orientations and skills will be addressed.

#### **Methods of Instruction:**

The primary method of instruction for this class will be fully asynchronous with some synchronous practice sessions. Students will be exposed to learning through readings, quizzes, experiential practice situations, video recordings of practice counseling sessions, recorded

seminar lectures, group discussion boards, and computer assisted technology including but not limited to; Canvas, recorded PowerPoint presentations, videos, and scheduling tools.

This course enables the counselor-in-training to acquire a repertoire of basic techniques essential for the practice of counseling. Students in the master's program typically take this course during the first semester of their enrollment. This course familiarizes students with foundational counseling skills, identifies methods for facilitating client change, and examines strategies for addressing client contextual dimensions. The tri-partite conceptual framework utilized for developing counseling skills includes Exploration, Insight, and Action oriented skills that will be presented, demonstrated, and applied in an effort to help students develop their own personal counseling styles.

### **Learning Outcomes**

<b>Program Objective(s)</b>	<b>Key Performance Assessment Method (KPAM)</b>	<b>CACREP 2024 Core Content Area</b>	<b>Key Performance Indicator (KPI)</b>
Graduates establish, maintain, and utilize the therapeutic alliance with clients and understand other core conditions of counseling relationships that lead to client growth and change in a multicultural and pluralistic society.	Peer Counseling Tape Recording #3	<b>Counseling Practice and Relationships</b>	90% of students will receive a B or higher on Peer Counseling Tape Recording #3.

### ***CACREP 2024 Standards – Section 3: Foundational Counseling Curriculum***

#### **Counseling Practice and Relationships**

<b>CACREP Standard (Common Core Area)</b>	<b>Course Topic Area</b>	<b>Course Assignment</b>
Students will demonstrate counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships. (CACREP 3.E.8)	Introduction to Helping  A Model of the Helping Process  Self Awareness  Cultural Awareness	Counseling Process Analyses Peer Counseling Tapes Peer Supervision Synchronous Practice Discussion Posts

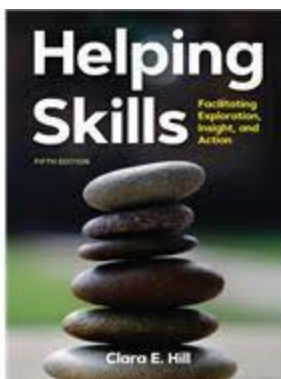
Students will demonstrate essential interviewing, attending, and listening skills in the counseling process. (CACREP 3.E.9)	Chapters covered under: <ul style="list-style-type: none"> <li>• Exploration stage</li> <li>• Integration</li> </ul>	Peer Counseling Tape 1 Peer Supervision Synchronous Practice Discussion Posts
Students will apply strategies for self-care, self-awareness, and self-evaluation for ethical and effective practice. (CACREP 3.A.11)	Self Awareness Chapters covered under: <ul style="list-style-type: none"> <li>• Exploration stage</li> <li>• Insight stage</li> <li>• Action stage</li> <li>• Integration</li> </ul>	Counseling Process Analyses Peer Counseling Tape Peer Supervision Synchronous Practice Discussion Post
Students will demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process. (CACREP 3.E.2)	Broaching Chapters covered under: <ul style="list-style-type: none"> <li>• Exploration stage</li> <li>• Insight stage</li> <li>• Action stage</li> <li>• Integration</li> </ul>	Counseling Process Analyses Peer Counseling Tape Peer Supervision Synchronous Practice Discussion Posts
Students will demonstrate strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. (CACREP 3.E.11)	Cultural awareness Broaching Chapters covered under: <ul style="list-style-type: none"> <li>• Exploration stage</li> <li>• Insight stage</li> <li>• Action stage</li> <li>• Integration</li> </ul>	Counseling Process Analyses Peer Counseling Tape Peer Supervision Synchronous Practice Discussion Posts

### **Required Texts and/or Readings:**

Brawner, R. & Day-Vines, N. (2024). Invitational Skills as a Precursor to Counselors' Efforts to Broach Racial, Ethnic, and Cultural Factors With Clients. In K. Butler & A. Shillingford (Eds.), *Intersectional Counseling Skills: The Journey To Becoming A Culturally Inclusive Counselor*

Hill, C.E. (2020). *Helping skills: Facilitating exploration, insight, and action* (5th ed.).

Washington, DC: American Psychological Association.



**Please note:** Students should bring textbooks and laptops to every possible class as they are routinely used in course discussions and class activities.

**Additional Readings:** Supplementary readings may be assigned throughout the semester to enhance or add to textbook content. Instructor will give at least a week notice before additional reading is assigned. Readings will be provided by instructor.

## **Course Expectations**

### **Professionalism and Dispositions**

The CMHC program maintains expectations for professional behavior and dispositions throughout all coursework and clinical practice. This policy includes the engagement in the online course environment and the ability to uphold the American Counseling Association Code of Ethics (2014). Please see the CMHC Handbook for more detail.

Students will be evaluated throughout the CMHC program based upon these general dispositions through formal (e.g. dispositional evaluation) and informal methods (e.g. individual faculty meetings, private discussions after class). The dispositions assessed include:

- ***Professional behavior and ethics***

Expectation for students to demonstrate professional, ethical, and legal behavior. Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.

- ***Professional identity***

CMHC 702 Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the class

- ***Self-Awareness and Growth***

Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates and ability to maintain emotional stability and self-control and personal wellness. Dispositional self-evaluations are completed at program orientation and prior to practicum enrollment. In addition, self-evaluation of dispositions is completed through the practicum and internship coursework.

Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur after completion of the first semester of coursework (e.g., 9 credits) and prior to the clinical orientation in preparation for practicum. Dispositional review can be utilized by the faculty at any point over the program should the student be demonstrating behavior that does not uphold professional dispositions outlined in this document. Program faculty will meet individually with each student to provide an overview of the student progress review including feedback from dispositions evaluation.

### **Statement on Academic Honesty**

Student work is to be performed honestly and without unauthorized assistance. All assignments for this course are to be original works. **Academic dishonesty (cheating, plagiarism, fabrication, etc.) can result in a grade of F for the course; and be reported to the university for appropriate disciplinary action.** In addition, professional dispositions policy addresses academic honesty and professional behavior in the online course. Students should consult with the instructor if they need clarification.

### **Reflective practice**

As a counselor-in-training, it is expected that you actively engage in critical self-reflection as a means to understand your own values, assumptions, and bias. Reflection is vital for your development as a professional counselor. Please see student handbook for more information on expectations for reflective practice.

Discussions are a large component of many of the courses. Students are not expected to self-disclose beyond their comfort and are encouraged to reflect on the relevance and purpose of the self-disclosure. As students and instructor may share personal information, confidentiality is highly valued, though cannot be guaranteed among students. Please be respectful of each other's choice to discuss personal information as it relates to course content.

### **Inclusivity, Respect, and Ability/Disability Expectations**

UW-Parkside is committed to fostering and maintaining a safe, inclusive learning and working environment for all students, faculty, and staff. Because we value our diverse campus community, all forms of discrimination and harassment are prohibited at our institution. If you have experienced or witnessed such behavior, you may contact your instructor, the [Dean of Students](#) at 262-595-2598, or the [Office of Equity, Diversity, and Inclusion](#) at 262-595-2090 to file a complaint.

UW-Parkside seeks to uphold standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Gender-based discrimination,

pregnancy discrimination, relationship violence, and sexual misconduct, which includes harassment, assault, exploitation, and stalking, violate the university's core values and policies and may also violate state and federal law. University faculty and staff are considered "Mandatory Reporters" and must report incidents of sexual misconduct and relationship violence for the safety of the individuals involved and the wider community. If you or someone you know has been impacted by sexual misconduct, relationship violence, gender-based discrimination, or needs support as a pregnant student, please visit the [Title IX Office](#) or call 262-595-2399 for a variety of [resources](#), support, and [reporting](#) options, which includes options for confidentiality and anonymity.

UW-Parkside recognizes that all persons, regardless of ability, are an integral part of our community and is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you are also welcome to meet with the [Student Accessibility Services](#) office. The SAS office works with students with disabilities and instructors to identify reasonable accommodations and remove barriers. You can find the SAS office [online](#), visit them in Wyllie D1, or contact them at [sas@uwp.edu](mailto:sas@uwp.edu) or 262-595-2372.

### **Appropriate use of electronic devices**

**Please note that at the instructor's discretion, lectures and class sessions may be live streamed and/or recorded and made available to students registered for the class. The use of live streaming and lecture capture is intended to supplement the online course experience solely for the benefit of students registered in the class. UW-Parkside prohibits faculty, staff and students from copying, distributing, or using lecture capture recordings for any other purpose; violation of this prohibition may be grounds for UW-Parkside to initiate disciplinary proceedings.**

### **Technology Competence and Communication**

Students are expected to develop and enhance their technological competence throughout the semester. Contact with instructor via email (only through UW-P address) and proficiency with CANVAS and Teams is a MUST. CANVAS is used to review and engage with course materials, upload required assignments, receive attachments and feedback, communicate with peers on group assignments, and to be updated on course details. Teams is used to record peer counseling sessions and must be done in a way that captures sound and quality images (in order for instructor and peers to review).

## **Course Requirements**

*The primary requirement is to be able to demonstrate the identified micro-counseling skills to be able to build a relationship with clients and create a safe and warm environment for clients to enter into the counseling process. Other expectations have been outlined in the syllabus and/or included in the CMHC handbook.*

## **Online Participation**

This class promotes open discussion on counseling and the therapeutic relationship with regard to personal and interpersonal skills, preferences, strengths, and values.

- As this class is designed to be fully asynchronous, students are expected to read and review all class materials posted online.
- To ensure completion and understanding of posted online materials, participation is measured through comprehension quizzes at the end of some posted PowerPoints, reflection papers, individual discussion posts, etc.
- Students are expected to participate in all discussion posts and synchronous practice activities.
- On occasion, there may be discussions relating to sensitive matters. Students are expected to respect colleagues by keeping confidential, personal information that may be revealed online, during synchronous practice, and peer counseling sessions.
- Many may have predefined opinions and values. Although it is not expected to agree with your cohort or peers, participation in this course indicates your willingness to remain respectful and open to all students. Values of this course include willingness and ability to adhere to the American Counseling Associations code of ethics and actively promoting respect for human dignity and diversity.

## **Peer Counseling Tapes**

You are required to submit three peer counseling videotapes, two of which will be 30 min each, recorded via Teams, and reviewed during synchronous peer supervision during specified times. Counseling sessions must be conducted with a peer from class who represents a varied racial, cultural, or ethnic background different from your own. During these sessions, you are expected to discuss personal topics as opposed to merely engaging in a contrived role-play. The use of authentic concerns will facilitate the client's ability to experience a corresponding range of thoughts, feelings, and behaviors, understand the experience of being a client, as well as provide implications for the client's subsequent role as a helper. At the same time, you are encouraged to address any situational or developmental concerns, as well as, any relevant issues related to race, culture, or ethnicity during the session. Irrespective of the counseling concern, confidentiality is an absolute necessity.

You should begin taping counseling efforts no earlier than the class lesson prior to the date the assignment is due. Failure to follow this recommendation will adversely affect your grade. Following each session, you will receive oral and written feedback about your counseling efforts. After recording each counseling session, you will transcribe the tape in its entirety and complete the **Peer Counseling Tape 2 & 3 rubric** as posted in Canvas.

## **Counseling Process Analyses (Part I and Part II)**

**Part I** – Upon completion of Tape 1 you will transcribe and analyze the session using the **Counseling Process Analysis I rubric** located in Canvas. The focus of Tape 1 will be to get to know your client. **You should not try to use any previously learned counseling skills for this**

**tape.** You will include a reflection on the process highlighting how easy or difficult you found the first recording to be and why.

**Part II** – Similar to Part I, at the conclusion of the final tape (Tape 3) you will submit an analysis of all the sessions following the **Counseling Process Analysis II rubric** located in Canvas. The written analysis should include a conceptualization of the client and client process, as well as, a reflection of the entire process.

### **Peer Supervision**

Students are expected to serve as both peer counselors and clients during the semester. When serving as a peer client, students should present an authentic concern and exhibit cooperation during the counseling process. The peer client's refusal to discuss a personal concern can undermine the peer counselor's ability to demonstrate the listening sequence. Such behavior represents contempt, disregard for your colleagues, resistance, and can impact your dispositional review process.

As part of the grade for this assignment, you are expected to participate in synchronous triadic peer supervision sessions. During the supervision session, you will present a 10-15 min portion of your taped counseling session to your supervision group. You must predetermine the portion you would like to present to your group and identify the specific reason why you choose this specific portion through the **Self Evaluation form** located in Canvas. Your peers are to provide oral and written feedback on the **Peer Supervision rubric** located in Canvas. Once shared with your triadic group, completed Self Evaluation forms and Peer Supervision rubrics are to be uploaded to Canvas on the peer supervision day.

### **Group Discussion w/Report Out**

Throughout the semester students will be required to engage in virtual group discussions with predetermined groups of students. Each student must submit an individual response to the lesson prompt by **Thursday** and provide substantive responses to at least 2 other group members by **Saturday**. Each group will then select one group member to summarize the responses of the group and provide a consensus response to the prompt by **Sunday** in the **Report Out** discussion board for that lesson. Students can choose to either type or submit a video response.

### **Synchronous Practice Sessions w/Report Out**

Students will select a peer to practice various counseling skills and techniques synchronously throughout the semester. Students cannot practice with their designated peer counseling partner, but group members and peer supervision team members are allowed. All practice sessions must be recorded or demonstrated live. A separate summary of the experience must be provided in the **Report Out** discussion board by **Sunday** for that lesson. Pairs can choose to write experiences or submit a video discussion.



### **GRADING CRITERIA:**

All written assignments are to be uploaded to Canvas by 11:59pm on the day that it is due. The instructor reserves the right to penalize any submissions beyond that time as late and resulting in a 5 point deduction for each day it is late.

All written assignments must be completed in essay format within the word document containing the assignment instructions, unless otherwise specified. All written assignments will be given a letter grade based on the following rubric:

#### **Grading Rubric** *(Written Assignments, Presentations, etc.)*

<b>Grades</b>	<b>Guidelines</b>	<b>Content</b>	<b>Grammar &amp; Mechanics</b>	<b>Visual Presentation</b>
A 95	Followed all guidelines (formatting directions, due dates, etc.) Answered all the questions that were asked.	Demonstrating mastery of the content (using appropriate jargon, key concepts, key terms, etc.) Demonstrating insight and depth of thought. Ideas, thoughts, and opinions are supported with evidence (i.e. providing examples, using outside resources, etc.) While also being succinct and to the point.	No grammatical, technical, or mechanical errors (i.e., no typos, run-on sentences, colloquial language, etc.) Document appears to be proofread.	Well organized, clearly displays responses (i.e. appropriate section breaks and headings, typewritten, double spaced, consistent font and size, alignment, etc.)
A- 90	Followed all guidelines (formatting directions, due dates, etc.) Answered all the questions that were asked	<b>Most</b> responses demonstrate mastery of the content (using appropriate jargon, key concepts, key terms, etc.) <b>Most</b> responses demonstrated	<b>0 to Minimal</b> grammatical, technical, or mechanical errors (i.e., no typos, run-on sentences, colloquial language, etc.)	Well organized, clearly displays responses (i.e. appropriate section breaks and headings, typewritten, double spaced, consistent font

		insight and depth of thought. <b>Most</b> ideas, thoughts, and opinions are supported with evidence (i.e. providing examples, using outside resources, etc.) While also being succinct and to the point.		and size, alignment, etc.)
B 85	Followed <b>all or most</b> of the guidelines (formatting directions, due dates, etc.) Answered <b>all or most</b> of the questions that were asked.	<b>Some</b> responses demonstrated mastery of the content (using appropriate jargon, key concepts, key terms, etc.) <b>Some</b> responses demonstrated insight and depth of thought. <b>Some</b> ideas, thoughts, and opinions are supported with evidence (i.e. providing examples, using outside resources, etc.) Responses are mostly succinct and to the point.	<b>Some</b> grammatical, technical, or mechanical errors (i.e., no typos, run-on sentences, colloquial language, etc.) Document appears to have <b>not</b> been proofread.	<b>Mostly or</b> well organized, <b>mostly</b> displays responses clearly (i.e. appropriate section breaks and headings, typewritten, double spaced, consistent font and size, alignment, etc.)
B- 80	Followed <b>most or some</b> of the guidelines (formatting directions, due dates, etc.) Answered <b>most or some</b> of the	<b>Some or no</b> responses demonstrated mastery of the content (using appropriate jargon, key	<b>Many</b> grammatical, technical, or mechanical errors (i.e., no typos, run-on sentences, colloquial	<b>Not</b> well organized, <b>unclearly</b> displays responses (i.e. inappropriate section breaks and headings,

	questions that were asked	concepts, key terms, etc.) <i><b>Some or no</b></i> responses demonstrated insight and depth of thought. <i><b>Some or no</b></i> ideas, thoughts, and opinions are supported with evidence (i.e. providing examples, using outside resources, etc.)	language, etc.) Document appears to have <i><b>not</b></i> been proofread.	not typewritten, double spaced, or consistent font and size, alignment, etc.)
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Final grades for the course will be determined as follows:

Assignment	Points
Peer Counseling Tapes 2 & 3	100
Peer Supervision	60
Counseling Process Analysis I (includes Peer Counseling Tape 1)	50
Counseling Process Analysis II	50
Group Discussion w/Report Out (8)	80
Synchronous Practice w/Report Out (5)	50
Online Participation	70
<b>Total</b>	<b>460</b>

**Re-doing Assignments: No assignment may be redone for credit.**

It is expected that all final assignments will be done by students to the best of their ability and will be considered their best effort. Allowing assignments to be redone for credit is contrary to the demands of the counseling profession and undermines students' motivation to turn in their best work when an assignment is due.

**No extra credit assignments will be given to students to raise a poor or failing grade.**

## Grading Scale

The CMHC program utilizes the following percentile grading scale. Students must obtain a grade of B (84-86) or higher in coursework.

Letter Grade	Percentile
A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D	64 - 69
F	< 63

## Class Timeline

Lesson #	Topic	Readings Assignments	CACREP Standards
1	Review of Syllabus  Peer Counselor Pairing  Introduction to Helping	Hill, Chapter 1  <b>Intro to Helping Discussion Post</b>  <b>Video Introductions</b>	Students will identify counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships. (3. E. 8)
2	Model of the Helping process  Self-Awareness	Hill, Chapters 2, 3  <b>Model of the Helping Process group discussion and report out</b>  <b>Self-Awareness Share Your Thoughts - reflection paper</b>  <b>Begin Tape 1 recording</b>	Students will identify counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships. (3. E. 8)
3	Cultural Awareness Broaching	Brawner and Day-Vines (2024)  <b>Cultural Awareness and Broaching Group discussion w/report out</b>	Students will demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process. (3. E. 2)  Students will demonstrate counselor characteristics, behaviors, and strategies that

		<b>Cultural Awareness and Broaching Videos for discussion</b>	<p>facilitate effective counseling relationships. (3. E. 8)</p> <p>Students will demonstrate strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. (3. E. 11)</p>
4	<b>Exploration Stage</b> Attending Skills	<p>Hill, Chapters 5, 6</p> <p><b>Exploration Stage Synchronous practice (1) w/report out</b></p> <p><b>Counseling Analysis Part I Due</b></p> <p><b>Tape 1 (15 min) Due</b></p>	<p>Students will recognize and apply essential interviewing, attending, and listening skills in the counseling process. (3. E. 9)</p>
5	Skills for Exploring Thoughts	<p>Hill, Chapter 7</p> <p><b>Restatement Group Discussion with report out.</b></p> <p><b>Exploring Thoughts Synchronous practice (2) w/report out</b></p>	<p>Students will recognize and apply exploring thoughts skills from the exploration stage of counseling.</p> <p>Students will recognize and apply essential interviewing, attending, and listening skills in the counseling process. (3. E. 9)</p>
6	Skills for Exploring Feelings	<p>Hill, Chapter 8</p> <p><b>Exploring Feelings Synchronous practice (3) with report out.</b></p> <p><b>Exploring Feelings Synchronous practice (4) w/report out video.</b></p> <p><b>Begin recording Tape 2</b></p>	<p>Students will recognize and apply exploring feelings skills from the exploration stage of counseling.</p> <p>Students will recognize and apply essential interviewing, attending, and listening skills in the counseling process. (3. E. 9)</p>
7	<b>Peer Supervision</b>	<p><b>Tape 2 (10-15 min review)</b></p> <p><b>Peer supervision Rubric due</b></p> <p><b>Self-evaluation Rubric due</b></p> <p><b>Group synchronous Meeting</b></p>	<p>Students will demonstrate counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (3. E. 8)</p> <p>Students will demonstrate essential interviewing, attending, and listening skills in the counseling process. (3. E. 9)</p>

			<p>Students will apply strategies for self-care, self-awareness, and self-evaluation for ethical and effective practice. (3. A. 11)</p> <p>Students will demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process. (3. E. 2)</p> <p>Students will demonstrate strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. (3. E. 11)</p>
8	<b>Insight</b> Fostering Awareness	<p>Hill, Chapters 10, 11</p> <p><b>Insight Stage Group discussion w/report out.</b></p> <p><b>Insight Stage Challenge Group discussion w/report out.</b></p> <p><b>Peer Counseling Tape 2 rubric due</b></p>	Students will recognize and apply fostering awareness skills from the insight stage of counseling.
9	Interpretive Skills	<p>Hill, Chapter 12</p> <p><b>Interpretive Skills Group discussion w/report out.</b></p>	Students will recognize and apply interpretive skills from the insight stage of counseling.
10	Processing the therapeutic relationship	<p>Hill, Chapter 13</p> <p><b>Immediacy Group discussion w/report out.</b></p>	Students will recognize and apply processing skills from the insight stage of counseling.
11	<p><b>Action Stage</b> Skills to Implement Action Goals</p> <p>Steps for Working with Relaxation, Behavior Change, Behavioral Rehearsal, Decision Making</p>	<p>Hill, Chapter 15</p> <p>Hill, Chapter 16</p> <p><b>Action Stage Synchronous practice (5) with report out.</b></p> <p><b>Begin recording for Tape 3</b></p>	Students will recognize and apply various methods for promoting client action in counseling.
12	<b>Peer Supervision</b>	<p><b>Tape 2 (10-15 min review)</b></p> <p><b>Peer supervision Rubric due</b></p> <p><b>Self-evaluation Rubric due</b></p> <p><b>Group synchronous Meeting</b></p>	<p>Students will demonstrate counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (3. E. 8)</p> <p>Students will demonstrate essential interviewing, attending, and listening skills in the counseling process. (3. E. 9)</p>

			<p>Students will apply strategies for self-care, self-awareness, and self-evaluation for ethical and effective practice. (3. A. 11)</p> <p>Students will demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process. (3. E. 2)</p> <p>Students will demonstrate strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. (3. E. 11)</p>
13	<b>Integrating the Three Stages</b>	<p>Hill, Chapters 18</p> <p><b>Integration Group Discussion and report out.</b></p> <p><b>Counseling Analysis Part II Due</b></p> <p><b>Peer Counseling Tape 3 rubric due</b></p>	<p>Students will recognize and evaluate skills required to integrate all three stages of counseling.</p> <p>Students will demonstrate essential interviewing, attending, and listening skills in the counseling process. (3. E. 9)</p> <p>Students will demonstrate counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships. (3. E. 8)</p>

**Instructor has the right to make changes to the syllabus at any time. All changes will be announced on CANVAS and in class when possible.**