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**TENNESSEE TECH UNIVERSITY**  
**College of Education**  
*Department of Counseling and Psychology*

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**COUN6360-500: Counseling Skills**  
**Course Syllabus**

**Instructor & Course Information**

**Instructor:**

Angélica Galván, Ph.D., NCC

- Office: TJ Farr 303D
- E-mail: agalvan@tntech.edu
- Office Hours: By appointment

**Course Information**

- Section 500: Wednesdays 4:00 – 6:50 PM, Zoom

**TTU College of Education Conceptual Framework**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



**Prerequisites**

N/A

**Texts and References**

**Required:**

Young, M. E. (2016). *Learning the Art of Helping: Building Blocks and Techniques. Sixth Edition.* Pearson Publishing.

- ISBN-13: 978-0-13-262750-4
- ISBN-10: 0-13-262750-7

Readings posted on iLearn

Theravue online skill building system – Theravue.com

Tk20 assessment system

**Recommended:**

American Counseling Association (2014). *ACA code of ethics*. Author

Bannik, F. (2006). *1001 Solution-focused questions*. Norton.

Erford, B. T. (2015). *40 techniques every counselor should know*. Pearson.

Kottler, J. A., & Carlson, J. (2009). *Creative breakthroughs in therapy: Tales of transformation and astonishment*. Wiley.

Rubin, L. B. (2004). *The man with the beautiful voice: And more stories from the other side of the couch*. Beacon Press.

Skovholt, T. (2012). *Becoming a therapist: On the path to mastery*. Wiley.

Yalom, I.D. (2009). *The gift of therapy: An open Letter to a new generation of therapists and their patients*. Harper.

**Assigned Readings:**

- All assigned readings are outlined on the Course Calendar of this syllabus.

**Course Description**

COUN6360. Counseling Skills. Preparation for supervised counseling practicum. Students are taught a conceptual model for the counseling process. Exercise in self-awareness and skills for the stages of the helping relationship. (3 credit hours)

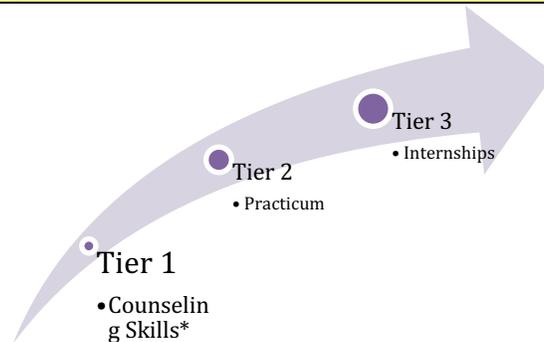
**IDEA Essential and Important Learning Objectives Associated to this Course**

1. Learning to apply course material (to improve thinking, problems solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning to apply knowledge and skills to benefit others or serve the public good.

**Course CACREP Objectives/Student Learning Outcomes**

Standard	Content/Reading	Formative Assessment	Summative Assessment
<b>Professional Identity</b>			
2.F.5.f counselor characteristics and behaviors that influence the counseling process	Young, M. E. (2016) Chapters 1-3 and Lectures	Quizzes, CCS-Rs, Baseline and Midterm Recording, Theravue Recordings	Final CCS-R Evaluation
2.F.5.g essential interviewing, counseling, and case conceptualization skills	Young, M. E. (2016) Chapters 4-12 and Lectures	Quizzes, CCS-Rs, Baseline and Midterm Recording, Theravue Recordings	Final CCS-R Evaluation
<b>Clinical Mental Health Counseling</b>			
5.C.3.b techniques and interventions for prevention and treatment of a broad range of mental health issues	Young, M. E. (2016) Chapters 1-12 and Lectures	Self-Assessment Reflection Papers, Quizzes, CCS-Rs, Baseline and Midterm Recordings, Theravue Recordings	Final CCS-R Evaluation
<b>School Counseling</b>			
5.G.3.f. techniques of personal/social counseling in school settings	Young, M. E. (2016) Chapters 1-12 and Lectures	Self-Assessment Reflection Papers, Quizzes, CCS-Rs, Baseline and Midterm Recordings, Theravue Recordings	Final CCS-R Evaluation
5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Young, M. E. (2016) Chapters 1-12 and Lectures	Self-Assessment Reflection Papers, Quizzes, CCS-Rs, Baseline and Midterm Recordings, Theravue Recordings	Final CCS-R Evaluation

## Counseling Skills Development Chart



Tier 1: Counseling Skills (COUN 6360): Learning the basic counseling skills for helping through role-plays.

Tier 2: Practicum (COUN 6800): Learning how to implement counseling techniques with real clients primarily through shadowing professionals. In addition, practicum includes faculty and on-site supervision.

Tier 3: Internship I & II (COUN 6820 & 6821): Performing counseling techniques with real clients under faculty and on-site supervision.

## Student Responsibilities

The following dispositions summarize the responsibilities accepted by the student participating in this course. [Counseling and Psychology Graduate Program Information](#)

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision-making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

## Major Teaching Methods

Instruction will consist of synchronous learning via Zoom including lectures, demonstrations, and small group supervised breakout role-plays with feedback as well as reflections, writing assignments, and Theravue practice videos

Students are required to log on to Zoom at the designated class time, keep their video camera on during the entire class, and have the capability to use a microphone. Attending class without video is not an acceptable option.

### Special Instructional Platform/Materials

#### Instructional Materials

- A. iLearn
- B. laptop/computer with camera and speakers
- C. Tk20

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$142.85 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

### Topics to Be Covered:

1. Helping as a Personal Journey
2. The Therapeutic Relationship
3. Invitational Skills
4. Reflecting Skills: Paraphrasing
5. Reflecting Skills: Reflecting Feelings
6. Advanced Reflecting Skills: Reflecting Meaning and Summarizing
7. Challenging Skills
8. Assessment and Goal-Setting Skills
9. Change Techniques Part 1
10. Change Techniques Part 2
11. Evaluation, Reflection, and Termination
12. Skills for Helping Someone Who is Different

### Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

#### Evaluation and Assessment Procedures

Category	Assignment	Percentage	Overall Category Weight

Baseline Recording	Baseline Pre-Recording CCS-R	1%	3%
	Baseline Recording, First Reflection Paper, & CCS-R	2%	
Midterm Recording	Midterm Recording	12%	25%
	Midterm Transcription & Reflection	12%	
	CCS-R Self-Assessment	1%	
Final Recording	Final Recording	24%	40%
	Final Transcription & Reflection	15%	
	CCS-R Self-Assessment	1%	
Chapter Quizzes	Chapter Quizzes	20%	20%
Theravue Recordings	Theravue Recordings	12%	12%
<b>Total</b>		<b>100%</b>	

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

#### Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

A grade of an A or B demonstrates Competency Skills level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

\*\*\*Students **must** receive at least a B in this class in order to enroll into COUN 6800 Practicum. Individuals who do not make at least a B will be required to retake this course.

Furthermore, students must make at least a B on their final recording in order to proceed into Practicum and begin work with clients in the community and schools. Students who do not meet this standard will be required to review their performance, practice required skills, and re-record a comparable session.

### Late Assignments

**All assignments should be completed on or before the announced due date.** Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

### Assignment Format

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (*APA Publication Manual*, 7<sup>th</sup> ed.) including, title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

### Additional Evaluation Areas

This course emphasizes the development of essential fundamental counseling skills and professional behavior common, to a varying extent, to all counseling approaches. The skills and professional behaviors emphasized in this class are crucial to establishing and developing effective counseling relationships and professionalism. This focus is supported by research that continuously documents that effective counseling relationships are the most significant element of effective counseling. Thus, the primary evaluation of student performance in this course is videotapes of student counseling sessions in which students demonstrate the essential skills and professionalism necessary for effective counseling relationships and employment in the helping professions.

Students should also understand that developing the skills in this course is personally demanding and that their emotional stability will influence their ability to perform effectively and, thus, their success in this course. Below is a clarification of specific areas that may cause supervisors and course instructors concern during this training experience. Be clear that deficiencies in either area may result in not passing or being removed from this class. In addition, issues in either area may also initiate the student disposition process using the TTU Retention Policy.

- **Professional Behavior**: The Counseling Skills Class involves the simulation of actual counseling sessions seen in the mental health profession. It is imperative for students to behave, dress, speak, act or react in a professional manner at all times. Thus, students are expected to treat each other and the instructor with respect and to offer feedback that honestly represents their observations of the skills demonstrated by others in their skills groups.
- **Student Impairment**: During any class of this nature, it is feasible that some form of student impairment may surface during the training experience. If either the faculty or doctoral supervisors identify impairment, it will be brought to the student's attention. At

that time a plan for remediation using the TTU Retention Policy will be put into effect. A definition of impairment is offered by the following:

- Overholser and Fine (1990) indicated that impairment is evaluated in five areas: A serious deficit in any of the following:
  1. Factual knowledge
  2. Generic clinical skills
  3. Orientation-specific technical skills
  4. Clinical judgment
  5. Interpersonal attributes
- Below is an operationalized definition of impairment for interpersonal attributes offered by Frame and Stevens-Smith (2005):
  1. Not being open, flexible, positive, and cooperative
  2. Not willing to accept and use feedback
  3. Not aware of impact on others
  4. Not willing to deal with conflict, accept personal responsibility, and express feelings effectively and appropriately

### **Student Academic Misconduct Policy**

Tennessee Technological University Policy No. 217

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

### **Attendance Policy**

Attendance, on time arrival, and video capabilities are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. *Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.* You are responsible for making sure you receive the necessary assignments and class notes you miss.

### **Class Participation**

Participation in class is essential to the value of the learning experience within this course. Preparation for class should include reading, reflecting, and actively engaging in class discussions. Candidates are expected to participate in practice counseling sessions, as either a counselor, client, or observer throughout the class meetings. A student's grade may be affected negatively by low participation. In particular, the instructor will evaluate students' participation on the basis of the following criteria.

- a) Frequency and accuracy of feedback. Feedback should illustrate an understanding of the concepts presented in assigned readings and course lectures. Nonobjective feedback that does not address issues illustrated in the role-played counseling sessions will not be considered accurate.
- b) Openness to feedback. Students' participation should illustrate a desire to seek and hear feedback. Students who make specific requests for feedback regarding their skills, interpersonal impact in role-plays as a counselor, effectiveness as a skills group member during feedback exchange, and developing counseling style illustrate openness to feedback.
- c) Implementation of feedback. Students' role-plays should illustrate the implementation of supervisor feedback.
- d) Willingness to participate as a counselor or as a client (see parameters for participation as a client above).

## **Assignments and Related Policy**

### **A) Reading Assignments**

Students are expected to complete all reading assignments per the Course Schedule.

### **B) Role Plays**

Role-plays in the classroom setting are essential to simulate the counseling experience and represent counseling sessions. Role-plays will be performed in dyads, in front of the class or in skills groups. In role-plays, it is necessary for students to function as both the client and the counselor. To simulate accurately the content, verbal, and nonverbal behaviors of the client in a counseling session, students may use but are not required to use scenarios based on personal experiences. The types of issues appropriate for role-plays will be discussed in detail in class. These types of experiential learning afford students the opportunity to self-observe skill development as well as receive feedback from both the instructor and peers. Please note the following:

1. Information shared during role-plays is considered strictly confidential. Students are not to discuss role-plays outside of class with members of the class or with anyone not in class. Breach of role-play confidentiality is regarded very seriously and may result in an administrative withdrawal from the class.
2. As a counselor-trainee, students are not providing personal counseling or therapy.
3. In order to keep classroom exercises within the boundaries of an academic experience and not move into the realm of personal counseling, students are strongly encouraged not use current personal issues that disclosure to the group may cause embarrassment or unnecessary emotional distress to themselves or others.

### **C) Outside Class Practice Sessions**

All students are encouraged to connect with other class members to practice skills in addition to class skills group time. These sessions should focus on applying feedback received in class.

### **D) Recording Portfolio, Transcriptions, & Self-Evaluations**

Three video tapings are required of each student: (1) a baseline recording against which progress can be measured (15 minutes) and reflection; (2) a mid-term recording, transcription, and self-

assessment (20 to 25 minutes) in which all specific skills covered to date are demonstrated; (3) a final exam recording, transcription, and self-assessment (20 to 25 minutes) in which all specific skills covered over the semester are demonstrated. Recordings that are not clearly audible will not be reviewed and will be returned without credit. Videos should be submitted via a YouTube link. See supplemental instructions posted on iLearn for directions on submitting via YouTube.

**i. Baseline Pre-Recording Online Self-Assessment.** During the first class, students will complete a self-assessment of the CCS-R. More details will be provided in class. Students will receive credit for completing the self-assessment. The initial self-assessment ***must be taken before*** the baseline recording video.

**ii. Baseline Recording, Reflection Paper, & CCS-R Self-Assessment.** For the baseline recording, students are required to record him or herself performing a mock counseling session with a volunteer (friend, family member, classmate) for about 15 minutes. Please see the course schedule for when this session is due. In this mock session, the student should ask the “client” to present a concern that would be realistic for counseling. While this presenting problem may be based on the volunteer’s personal experience, it is advised that the volunteer understand that the recording will not be confidential. Before recording the session, the student is required to have the volunteer sign the Permission to Record form attached posted on iLearn. In addition, students should evaluate their counseling skills based on the Counseling Competencies Scale-Revised (CCS-Revised; posted on iLearn). The baseline recording should exhibit what the student’s initial beliefs are about how counseling skills should be displayed. Therefore, students must have their own recording device for this particular assignment.

Students will also complete a reflection paper based upon the baseline recording. The assignment should be between one and two pages (two-page maximum) and answer the questions below:

1. What are your goals for the semester?
2. Answer the following SWOT questions:
  - Strengths – What do you perceive as your strengths as they pertain to this course and skill set?
  - Weaknesses – What do you perceive as areas for growth or needed improvement coming into this course?
  - Opportunities – What do you perceive as opportunities in this course to help you become the professional that you desire?
  - Threats – What do you perceive as threats towards your learning and professional development?
3. The numerical and letter grade that the student is striving for this semester (e.g., 95-A) and a description of how you will obtain it throughout the semester.
4. How you plan on participating with Angélica to make the related IDEA objectives below be achieved within this course?
  - **Learning to apply course material (to improve thinking, problem solving, and decisions).**

- **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.**
- **Learning to apply knowledge and skills to benefit others or serve the public good.**

### **iii. Mid-Term Recording, Transcription, & CCS-R Self-Assessment.**

At mid-term students must submit a 20 to 25-minute videotape of a counseling session (please see course calendar – more details will be provided in class). This recording will occur in the counseling lab. The recording will be submitted with a verbatim transcription of the session's content. In this transcript, the student will identify the skill they used in each exchange. Please see example posted in iLearn. At the end of the transcript, students should attach a one to two-page summary and evaluation of the session. This document should include:

1. A brief summary of the session.
2. A statement of the session's strengths with references to statements in the transcript that demonstrate these strengths.
3. A statement of session's weaknesses that references statements in the transcript that demonstrate these areas for improvement.
4. How do you think you are doing with learning to apply course material (IDEA objective 1), developing specific skills and competencies (IDEA objective 2), and learning to apply knowledge and skills to benefit others or serve the public good (IDEA objective 3) at this point in the semester?

The course instructor working with the class will grade the recording using the CCS-R. The recording must include all of the skills learned up to this point in the course. To provide a self-assessment, students are required to complete the CCS-R based on their recording and submit the evaluation with their mid-semester recording and transcription. More details on the online assessment will be provided in class. **\*\*\*Students who do not initially demonstrate each skill set to the satisfaction of the course instructor in the Midterm Recording will be required to review their performance, practice required skills, and re-record a comparable session.**

### **iv. Final Recording, Transcription, & CCS-R Self-Assessment**

At the conclusion of the semester students must submit a 20 to 25-minute recording of a counseling session, completed at a scheduled time (please see course calendar – more details will be provided in class). A complete transcript of the session's content will accompany this recording. In addition, in the transcript, the student will identify the skill they used in each exchange. In the transcript margins students should offer, when appropriate, counseling responses that they wished they had made but did not. These statements will be considered in the evaluation of recordings that are marginally satisfactory. In other words, highly effective statements may provide evidence to pass recordings that are questionable passes. These statements will not influence the evaluation of recordings that are clearly unsatisfactory.

At the end of the Final Transcript, students should attach a summary and evaluation of the session that includes their final thoughts on the semester. This 2 to 3-page summary should include:

1. A brief summary of the session.
2. A statement of the session's strengths with references to statements in the transcript that demonstrate these strengths.
3. A statement of the session's weaknesses that references statements in the transcript that demonstrate these areas for improvement.
4. Review your Baseline Reflection paper. What stood out to you from the SWOT? What are three things you thought you did well this semester (specifically from your sessions). What is one thing you would have liked to have done differently this semester?
5. What are your goals/objectives for Practicum?
6. The main IDEA objectives for this course were: 1) Learning to apply course material (to improve thinking, problem solving, and decisions), 2) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course, and 3) Learning to apply knowledge and skills to benefit others or serve the public good. Explain how you participated with me (Angélica) in contributing to the successful accomplishment of these objectives this semester.

The course instructor will grade the recording using the Counseling Skills Scale-Revised (CCS-R). To provide a self-assessment, students are required to complete the CCS-R based on their recording and submit the evaluation with their final recording and transcription. More details on the online assessment will be provided in class. Students will submit this assignment to iLearn and Tk20.

\*Students must receive at least a B on their final recording to proceed into Practicum. Students who do not meet this standard will be required to review their performance, practice required skills, and re-record a comparable session.

### **E) Chapter Quizzes**

Students will complete online quizzes on chapters from the Young (2016) textbook. These quizzes will test your knowledge of the individual chapter's content. Quizzes must be completed before the start of class in which we will discuss the material. See the course calendar for more details.

### **F) Theravue**

Students are required to complete Theravue modules as specified on the course calendar. Each module has three client video vignettes, which the student will record a video response and answer required questions.

## **Class Plan by Weeks or Days**

Please see Course Schedule at the end of the Syllabus.

### Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

### Flexibility Statement

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful.**

### COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: [www.tntech.edu/covid19](http://www.tntech.edu/covid19).
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: [www.tntech.edu/covid19/report.php](http://www.tntech.edu/covid19/report.php). The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
  - 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
  - 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine.

### Course Schedule

<b>COURSE SCHEDULE</b>				
<i>COUN 6360: COUNSELING SKILLS</i>				
<b>Class</b>	<b>Date</b>	<b>Content</b>	<b>Assignments (due by class time)</b>	<b>Readings</b>
1	8/25	Introduction, Course Overview, and Syllabus Review	Confidentiality Agreement	<i>Syllabus</i>
2	9/1	Helping as a Personal Journey	Baseline Pre-Recording Self-Assessment  <b>Chapter Quiz 1</b>	<i>Chap. 1</i>
3	9/8	Therapeutic Relationship	Baseline Recording, Reflection Paper, & CCS-R  <b>Chapter Quiz 2</b>	<i>Chap. 2</i>
4	9/15	Invitational Skills Reflecting Skills: Paraphrasing Role Plays	<b>Chapter Quizzes 3 &amp; 4</b>  <b>Theravue Module 1</b> - Empathy <b>Theravue Module 2</b> - Self Disclosure	<i>Chaps. 3-4</i>
5	9/22	Reflecting Skills: Reflecting Feelings Role Plays	<b>Chapter Quiz 5</b>  <b>Theravue Module 3</b> - Open Questions <b>Theravue Module 4</b> - Paraphrasing  <i>Set-up individual recording appointments for Mid-Semester Recording</i>	<i>Chap. 5</i>
6	9/29	Advanced Reflecting Skills: Reflecting Meaning & Summarizing Role Plays	<b>Chapter Quiz 6</b>  <b>Theravue Module 5</b> - Reflecting Feeling	<i>Chap. 6</i>
7	10/6	<b>Mid-Semester Recording <u>AND</u> Theravue Module 6</b> - Reflecting Meaning <b>Theravue Module 7</b> - Summarizing		
8	10/13	<b>Fall Break - NO CLASS</b>		
9	10/20	Challenging Skills Role Plays	<b>(Midterm Recording, Transcription, &amp; CCS-R DUE)</b> <b>Chapter Quiz 7</b>	<i>Chap. 7</i>
10	10/27	Assessment and Goal-Setting Role Plays	<b>Chapter Quiz 8</b>  <b>Theravue Module 8</b> - Confrontation	<i>Chap. 8</i>

11	11/3	Change Techniques I Change Techniques II Role Plays	<b>Chapter Quiz 9 &amp; 10</b> <b>Theravue Module 9 – Alliance Rupture Repair</b>	<i>Chaps. 9-10</i>
12	11/10	Evaluation, Reflection, and Termination Skills for Helping Someone Who is Different Role Plays	<b>Chapter Quiz 11 &amp; 12</b> <i>Set-up individual recording appointments for Final</i> <b>Theravue Module 10 – Immediacy</b>	<i>Chaps. 11-12</i>
13	11/17	<b>Final-Semester Recording <u>AND</u> Theravue Module 11 – Broaching</b>		
14	11/24	<b>Thanksgiving Break</b>		
15	12/1	<b>Final Recording, Transcription, &amp; CCS-R DUE</b> <i>Class Discussion</i>		
16	12/8	<b>PRACTICUM SITE CONTRACTS DUE</b>		
17	12/10 - 15	<b>Finals Week</b>		

\*Please note that this schedule is tentative and may be subject to change throughout the semester.