



EAST TENNESSEE STATE  
UNIVERSITY

Clemmer College

Department of Counseling and Human Services

COUN 5555  
Counseling Process and Skills

## Course Information

### Credit Hours

3 credit hours

### Course Description and Purpose

This course is designed for the examination of the philosophic bases of counseling and the therapeutic relationship focusing on the foundational aspects necessary for working with individuals, couples, groups, and families within a counseling process from initial meeting to termination. Attention is given to counselor presence, professionalism, awareness, the understanding and use of self in counseling, client relationships, and working within the change process.

### Course Goals

The purpose of this course is to provide candidates with an understanding of and experience with the fundamental process and skills of counseling with a focus on counseling presence, the use of self in counseling, and the development of a process orientation to facilitating change.

### Course Objectives

Based on 2009 CACREP Standards

As a result of successfully completing this course, students are expected to be able to:

- Explain the philosophical basis of the helping relationship (CC 5.A; CMHC C.1; TN 3).  
Course Assessment: Reflection Journals and Self-Assessment Paper
- Describe the foundational goals of counseling (e.g., wellness, prevention, change) (CC 5.A).  
Course Assessment: Reflection Journals and Self-Assessment Paper
- Interpret her/his own needs to be a helper (CC 5.B).  
Course Assessment: Self-Assessment Paper
- Recognize the influences of helper and client characteristics in the building and maintenance of the helping relationship (CC 5.B).  
Course Assessment: Self-Assessment Paper and Final Evaluation Paper
- Demonstrate an ability to be present with clients (CC 5.C).  
Course Assessment: Peer Session Recordings, Session Notes, and Session Critiques; Skill Assessment and Analysis of Responses

- Demonstrate an ability to work with emotional processes with clients (CC 5.C).  
Course Assessment: Peer Session Recordings, Session Notes, and Session Critiques; Skill Assessment and Analysis of Responses
- Engage in and apply self-awareness and self-care (CC 1.D; CMHC D.9; MCFC D.6; SC D.1, D.5; SACC C.5).  
Course Assessment: Reflection Journals, Self-Assessment Paper, and Final Evaluation Paper
- Describe how personal, professional, ethical, and multicultural issues are related to the counseling relationship (CMHC B.1; MCFC B.1; SC B.1; SACC B.1).  
Course Assessment: Reflection Journals, Self-Assessment Paper, and Final Evaluation Paper
- Apply the major skills and techniques essential to the building and maintenance of the helping relationship to facilitate transitions and the change process (CC 5.C; MCFC B.2; SC C.1; SACC D.3).  
Course Assessment: Peer Session Recordings, Session Notes, and Session Critiques; Skill Assessment and Analysis of Responses
- Practice a beginning personal model of counseling encompassing work with individuals, families, and other systems (CC 5.D).  
Course Assessment: Peer Session Recordings, Session Notes, and Session Critiques; Skill Assessment and Analysis of Responses

## Major Topics

The philosophical basis of the helping relationship; the definition and goals of counseling (e.g., mental health, wellness, prevention, change, transition, and pathology); counselor and client characteristics and behaviors that influence the helping process; understanding individuals and systems, social justice, and social action as part of counseling; working with transitions, facilitating change and transformations; an introduction to mindfulness, presence, and the consideration of emotional experience within the counseling relationship (for both the client and counselor); essential interviewing and counseling skills; a consideration of uses of self in the development of practice and in responding to clients; stages of and processes of counseling; ethical counseling practice; self-care strategies appropriate to the counselor role; and integration of self, client, and process.

## Course Requirements

### Textbooks and Readings

Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques* (6<sup>th</sup> ed.). Pearson Prentice Hall: Upper Saddle River, NJ.  
 American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.  
 Additional readings as assigned

### Technical Requirements

This course requires access to the internet in order to participate in portions of the course on D2L and to access the ETSU library to retrieve any additional assigned readings. You may also need access to a pdf viewer. You will need to use the video recording equipment in the counseling clinic to record sessions and you will need to access a computer in a secure location where confidentiality will be preserved in order to review your recordings on EMS. Please do not leave assignments until the last minute, as technology issues are not an excuse for not turning in material on time.

## Course Policies and Expectations

### Classroom and Communication Policies

#### Email Communication

You are expected to check and use your ETSU email address for communication regarding this course. Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed.

#### Attendance and Participation

Attendance impacts both individual learning and class process. Students are expected to complete all assigned readings prior to class. Preparation, participation, and attendance demonstrate professionalism. Additionally, communication with your instructor about these issues demonstrates professionalism. You are expected to communicate with me about attendance issues

(prior to class unless in the case of an emergency). If you are more than 15 minutes late to class, it will be counted as absent. Students who are consistently late/leave early will incur an absence once 30 minutes has accrued. Please be mindful of the fact that being late affects your ability to participate and may also affect this portion of your grade. Realizing that some class absences may be unavoidable due to sickness, family responsibilities, or professional obligation students are allowed one class absence. After that, course grades will be reduced by 10% for each additional absence. In certain rare cases, alternative assignments may be available if absences are unavoidable. This is at the discretion of the instructor and partially based on the student's current standing in the course. Students at risk of missing more than 2 classes need to meet with the instructor. Additionally, you may be requested to meet with the instructor. These face-to-face meetings are at the discretion of the instructor and may be available remotely. Failure to complete these requirements will result in loss of attendance and participation points.

### Course Style

This course will be presented as a "flipped" class. This means that all reading, reflecting, and viewing of lecture material will be completed **outside** of class. There are many advantages to this approach to class, not the least of which is that we have way more time to practice skills and complete interactive activities in the class. Given that counseling is a skillset and a practice-based profession, this is especially important. You may, at any point, be required to complete quizzes, reflections, or other assessments to demonstrate that you have done the required outside preparation.

### Course Ground Rules

Although this is not a class that is facilitated online, we may make use of D2L occasionally. You are expected to conduct yourselves with a professional and respectful demeanor both in person and online. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.

- Email
  - Always include a subject line.
  - Always include a proper greeting and use proper grammar when composing an email.
  - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Occasionally the use of emoticons may be appropriate.
  - Respect the privacy of other class members.
- Discussion groups
  - Review the discussion threads thoroughly before entering the discussion.
  - Try to maintain threads by using the "Reply" button rather than starting a new topic.
  - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
  - Be patient and read the comments of other group members thoroughly before entering your remarks.
  - Be positive and constructive in group discussions.
  - Respond in a thoughtful and timely manner.

- Additional resources
  - [Netiquette](#)
  - [UFL Netiquette Guide](#)

### **Confidentiality and Respectful Dialogue**

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Calling In: <http://everydayfeminism.com/2015/01/guide-to-calling-in/>

### **Other Course Policies**

Cellular phones and other communication devices should be turned off/to silent during class. Please note that vibrate settings are often as loud and disruptive as the ringer. If you have a need to have your phone available during class, you are required to speak to the instructor in advance. Additionally, computers, iPads, and other tablet computers are permitted only for purposes that contribute to class (e.g., notetaking or finding information relevant to class discussion). They should not be used for other purposes (e.g., web browsing, checking email, social media). Doing so will result in a loss of participation points. Repeated abuse of this policy will result in a conference with the instructor.

### **Assignments and Submission Guidelines**

Assignments can be submitted via D2L using the Dropbox function. You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes any discussion board posts.

### **Writing Style**

Written assignments are to meet the style guidelines set forth by the *Publication Manual of the American Psychological Association* (6th ed.). All written assignments should be double spaced, 12-point professional font, and have one inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You **may** be given the opportunity to revise and resubmit the assignment to receive half of the deducted points if you make and show

proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

## Assignments

### *Initial Self-Assessment Paper (100 points)*

Students have an opportunity to explore their perceptions, values, needs, and potential blind spots regarding counseling work with clients by writing a 4-6-page self-assessment paper. The self-assessment paper will be graded on depth and breadth of responses to the prompts below. The paper should represent graduate-level work (e.g., grammar, punctuation, spelling) and should also be double-spaced and written using a typeface of Times New Roman, 12-point font. Please see the *Publication Manual of the American Psychological Association, 6th edition* for additional assistance. The following headings are provided to help organize the content of the paper. Although headings and prompts are provided, please refrain from writing the paper in a Q and A format.

- Introduction
  - Please provide a brief introduction at the beginning of your paper.
- The Counselor as a Person and Professional (30 points)
  - Provide your rationale for choosing the counseling profession. What personal attributes might help you as a counseling professional? What areas might hinder you?
  - Explore the root of these personal attributes (those that you perceive will both help and hinder you). In what ways were these attributes shaped by your family, friends, culture, etc.?
  - Provide your personal description of wellness and discuss its relationship to counseling. What is the importance of wellness in your life as well as in the lives of your clients?
- Problems and Change
  - Discuss your thoughts and opinions about the development of problems for clients. What is a problem? How do you believe problems develop?
  - Discuss your thoughts and opinions about the occurrence of change. How does change occur? What is required of clients and counselors for change to occur?
  - Explore the root of your thoughts and opinions about problems and change. In what ways were these thoughts and opinions shaped by your family, friends, culture, etc.?
- Counseling Relationship
  - Discuss your thoughts and opinions about the development of the therapeutic relationship. What is required of clients and counselors for the development of an effective therapeutic relationship?
  - Discuss any experiences (positive, negative, and neutral) you've had with helping relationships. How might these experiences affect you as a counseling professional?
  - Please describe any experiences in which you have been exposed to people of different backgrounds and/or cultures. How did these experiences affect your worldview? How might these experiences affect you as a counseling professional?
- Conclusion
  - Please provide a brief conclusion at the end of your paper.

### *Peer Session Recordings, Session Notes, and Session Critiques (300 points)*

#### Session Guidelines

Students will have an opportunity to record peer counseling sessions four times over the course of the semester. Your first and third recordings will be worth 50 points and your second and fourth will be worth 100, as they will require a more in-depth analysis. All sessions will be recorded in the clinic; your first and third sessions will be recorded in class and your second and fourth will be recorded in the clinic outside of class during the availability of the Clinic GA. Appointment availability will be provided and reviewed during class. However, scheduling for the outside of class



sessions should be made directly with the clinic GA via email at CCC@etsu.edu. The final recording is an opportunity for students to demonstrate the full range of skills acquired during this class. Students are expected to review each of the four recordings in their entirety through the EMS program and make comments/request assistance from the instructor. Information about logging into EMS has been sent to you via email.

At the beginning of the semester, students will be randomly assigned as both a client and a counselor. These will be different people in each role but will remain consistent during all four counseling sessions. The length of each session will be 50 minutes, and it is the responsibility of the counselor to keep the time. At the conclusion of each peer session, students are expected to complete the counselor session note (see course forms on D2L, worth 30 points) as they watch their recordings and reflect on their growing abilities as counselor trainees. Additionally, students are expected to complete the session form-client perspective (course forms on D2L, worth 5 points) to communicate their experiences as clients. All forms are due at the beginning of class the week following the recording as indicated in the course schedule or at the meeting with the instructor if scheduled prior to class for the week. The session notes and critiques can be handwritten, provided they are legible. Guidelines for appropriate issues to discuss in sessions will be reviewed in class.

#### Guidelines for your role as counselor:

- Review informed consent during your first session and ask your student-client to sign the Informed Consent form (course forms).
- Do not stop recording in mid-session because you feel uncomfortable.
- Do not ask your client for feedback on your skills.
- Do not step out of your roles (e.g., talk about classes you share, assignments you have due)

#### Supervision

You are required to meet with the course instructor two times during the semester to discuss your progress and skill development with regard to your work in your role of counselor (not about your role as client). These meetings are required to take place after your second session and at the end of the semester after the conclusion of your final session. All supervision sessions will last 30 minutes. You will be expected to come prepared to hear feedback from the instructor, but also to provide your own thoughts and reflections about your skill development. Additional supervision sessions may be set up throughout the semester at the instructor's discretion or student's request. **The following guidelines apply for your second and fourth sessions, which will be reviewed during this time.**

1. You must select a sequential segment with at **least 10 minutes and at least 10** of your verbal responses included. (i.e., Your segment may be more than 10 minutes in order to include at least 10 responses.)
2. Minimal encouragers (e.g., hmm...) are not counted as a verbal response.
3. Begin and end the selection with statements from your client. They may be included or embedded within the larger response.
4. You will type a verbatim (this means EVERYTHING) transcript of this 10-minute section, including your responses and your client's responses. See format on D2L
5. As part of the analysis (see example in course forms on D2L) after each counselor response provide a self-assessment regarding the work. This is an opportunity for you to process what you were experiencing (thoughts, feelings, and actions) during the session. The following questions should be included in your self-assessment:
  - a. Did you respond to what your client said? If so, what kind of response was it (e.g., response to content, reflection of feeling, immediacy, question)?

- b. Look at what the client talked about after your response. Did your response (if you thought it was a good response) get you where you wanted to go? If not, where did your response “take your client.”
- c. What would you change or not change about your responses/statements as the counselor in training? If you would change something, write out what it would be and why you think that change would be more effective.

As the semester progresses, it is expected that students will demonstrate an increasing capacity to be present with clients, work with the emotional processes of clients, apply basic counseling skills and techniques essential to the building and maintenance of the helping relationship, and facilitate transitions and the change process. Therefore, the peer session recordings, session critiques, and counselor session notes will be graded on a student’s ability to use counseling skills/techniques at a developmentally appropriate level, reflect on her/his strengths and areas for improvement, and demonstrate continued improvement over the semester. The client session notes will be graded for completion.

**\*Remember: There is no perfect counselor, and therefore there is no perfect counseling session! Take some risks; you’ll learn more if you try what we discuss in class, come to supervision with an open mind, and allow yourself to be human (i.e., make mistakes).**

#### Grading

##### Session 1

- Recording and Developmental Skill Demonstration (15 points)
- Comments and Reviewing (20 points)
- Counselor Session Form (10 points)
- Session Form-Client Perspective (5 points)

##### Session 2

- Recording and Developmental Skill Demonstration (25 points)
- Counselor Session Form (10 points)
- Session Form-Client Perspective (5 points)
- Skill Assessment and Analysis of Responses (60 points)

##### Session 3

- Recording and Developmental Skill Demonstration (20 points)
- Comments and Reviewing (15 points)
- Counselor Session Form (10 points)
- Session Form-Client Perspective (5 points)

##### Session 4

- Recording and Developmental Skill Demonstration (50 points)
- Counselor Session Form (10 points)
- Session Form-Client Perspective (5 points)
- Skill Assessment and Analysis of Responses (35 points)

#### *Reflective Journal (80 points)*

Students have an opportunity to write weekly journal entries to process information provided during class and other activities and materials provided throughout the semester. The journals should be a representation of each student’s personal experience in the class through the expression of her/his feelings, growing awareness, and thoughts about counseling skill development. The journal entries will be written weekly and submitted four times during the



semester as indicated in the syllabus. Each entry should be a minimum of 1/2 page but no more than two pages in length. The journal submissions are worth 20 points each and will be graded on students' openness and willingness to self-explore. You are also welcome to incorporate creative journaling (e.g., artwork, poetry, collage). Students who choose to do so and turn this in will schedule a brief (10-minute) meeting with the instructor to reflect on the meaning of the creative journaling. Alternatively, a recording that addresses the significance of the work may be submitted. In this instance, grades will be as with the written journal and not on the perceived quality of the product created.

#### *Final Self-Assessment Paper (100 points)*

After the final session, students will submit a final evaluation paper worth 100 points. Through this paper, students are expected to conceptualize their work with their client and communicate areas of growth and areas for continued improvement by addressing the bullets below. Students are strongly encouraged to review their weekly journal entries and the previous peer counseling session notes and critiques before writing the final evaluation paper. The final evaluation should be between 4-6 pages.

- Part One: Client Conceptualization
  - Consider the client's narrative over the previous four sessions. What were the key experiences, problems, and/or concerns discussed during counseling? How were these experiences, problems, and/or concerns prioritized? Describe relevant demographic, historical, cultural, and/or developmental information revealed in the sessions.
  - Consider the client's thoughts, feelings, and behaviors during the counseling sessions. How were these thoughts, feelings, and behaviors associated with the client's narrative? How, if at all, did they change?
  - Consider your personal reactions to the client and her/his story (i.e., physical, emotional, and cognitive reactions). How did your reactions affect the session and the therapeutic process overall (i.e., your motivation, therapeutic presence, and ability to facilitate change)? If you were to continue working with the client, how could you manage these reactions?
  - Consider the client's change process over the previous four sessions. Where is the client in the change process currently? How is this different from initial sessions? What did you do, as the counselor, to facilitate the change process? If you were to continue working with the client, how might you further facilitate the change process?
  - Consider your use of skills/techniques across the four sessions. With which skills/techniques do you feel most comfortable? With which skills/techniques do you feel the least comfortable, and what is your plan to become more comfortable?
- Part Two: Personal Reflection
  - Allow your thoughts to return to the first day of class. What did you *know* about being an effective counselor and facilitating the counseling process?
  - Allow your thoughts to return to the present. What did you *learn* about being an effective counselor and facilitating the counseling process? What is your take away from this experience?
  - Allow your thoughts to wander into the future. What do you *want to learn* about being an effective counselor and facilitating the counseling process? How might you take an active role in this learning process?

*Participation (20 points)*

This course requires active participation. You are expected to practice skills in class and participate in discussions.

**Testing Policy**

This course does not contain any tests. However, reading quizzes may be introduced at the discretion of the instructor. These will take place in class, with only individual effort allowed.

**Late and Missing Submission Policy**

It is the student's responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

**Grading Policy**

A = A grade of A is assigned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or professional in your field of study. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

<b>Excellent (A)</b>	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.
<b>Acceptable (B)</b>	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
<b>Unacceptable (C or lower)</b>	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate

	minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised.
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Grades are calculated on a point system.

Assignment	Points
Participation in Class	20
Initial Self-Assessment	100
Peer Session 1	50
Peer Session 2	100
Peer Session 3	50
Peer Session 4	100
Reflective Journal	80
Final Self-Assessment	100
Total	600

555-600=A

537-554=A-

525-536=B+

495-524=B

477-494=B-

465-476=C+

435-464=C

417-434=C-

416 and lower=F

### Course Schedule

Subject to change.

Week	Date	Topics	Assignments
1	January 22	Introduction Syllabus review/questions Assign counseling partners and groups Discuss peer counseling session guidelines	READINGS: Syllabus and begin reading initial chapters REMINDER: Begin reading and journaling; ethics agreement due 1/29
2	January 29	Helping as a Personal Journey The Nuts and Bolts of Helping The Therapeutic Relationship  In-class practice	READINGS: Young Chapters 1-2 <b>DUE: Ethics Agreement</b> REMINDER: Initial Self-Assessment due 2/5; Continue Journaling
3	February 5	Invitational Skills Reflecting Skills: Paraphrasing In-class practice	READINGS: Chapters 3-4 <b>DUE: Initial Self-Assessment</b> REMINDER: Continue Journaling; First Journal due 2/12 (write after conducting session)

4	February 12	<b>No class meeting; conduct peer counseling session 1 during class time.</b>	
5	February 19	Reflecting Skills: Reflecting Feeling In-class practice	READINGS: Young Chapter 5 <b>DUE: First Journal; First Session Materials</b> REMINDER: Continue Journaling
6	February 26	Reflecting Skills: Reflecting Meanings and Summarizing In-class practice	READINGS: Young Chapter 6 <b>DUE: Conduct second peer counseling session prior to next class</b> (feedback will be given in individual 30-minute meetings on 2/26 or as scheduled with your instructor) REMINDER: Continue Journaling; Second Journal due 2/26 and second session materials due 2/26
7	March 4	In-class feedback for session 2 Challenging Skills	READINGS: Young Chapter 7 <b>DUE: Session 2 Materials; Second Journal</b> REMINDER: Continue Journaling; Third Journal due 3/11; Third session next week
8	March 11	<b>Conduct third peer counseling session during class</b>	<b>DUE: Third Journal</b> REMINDER: Continue Journaling; Third Session Materials due 3/25
9	March 18	<b>Spring Break</b>	<b>Enjoy your time off.</b>
10	March 25	Assessment and Initial Interview In-class practice	READINGS: Young Chapter 8 <b>DUE: Third Session Materials</b> REMINDER: Continue Journaling
11	April 1	Evaluation and Termination In-class practice	READINGS: Young Chapter 11 REMINDER: Continue Journaling; Final session next week
12	April 8	Assessment and Goal Setting In-class practice <b>Conduct final peer counseling session this week, prior to April 15<sup>th</sup></b>	READINGS: Young Chapter 8 <b>DUE: Fourth Journal</b> REMINDER: Continue Journaling; Fourth Session

		<b>and schedule supervision for next week</b>	Materials due 4/15 or at meeting with instructor (whichever is first)
13	April 15	Change Techniques Part I Supervision meetings	READINGS: Young Chapter 9 <b>DUE: Fourth Session Materials</b> REMINDER: Final Self-Assessment due 4/29
14	April 22	Change Techniques Part II Multicultural Conversation Practicum Preparation: Suicide/Risk Assessment, Informed Consent	READINGS: Young Chapters 10 & 12
15	April 29	Goals for Practicum and Course Closing	<b>DUE: Final Self-Assessment</b>

## Student Services and Technical Resources

### Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

### Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

### Technical Resources

#### Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: [itshelp@etsu.edu](mailto:itshelp@etsu.edu)

#### Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

#### Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

### **Turnitin Plagiarism Detection**

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

### **ETSU Technical Resources**

Many other technical resources can be found on the [Online Help webpage](#).

## **University Information**

### **Syllabus Attachment**

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

### **ETSU Catalogs**

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)