The Counseling Process  
CNEP 5384  
Spring 2018  
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Office Hours M-W 12-2PM and by appointment  

I. Course Description  
This course is designed to teach students how to use beginning counseling skills. Topics addressed in this course include counselor characteristics and behaviors that influence the counseling process, essential interviewing, counseling, and case conceptualization skills, and self-care strategies appropriate to the counselor role. Students will be expected to demonstrate the ability to understand and use basic micro-skills in counseling practice, and demonstrate knowledge of counselor characteristics and behaviors that can affect the counseling process. They will also be expected to demonstrate the practice and understanding of self-care via intentional personal wellness activities. The prerequisites for this course are: A minimum of 12 semester hours of core counseling courses, including CNEP 5304 and CNEP 5308. Must earn a grade of “B” or better to pass.  

II. Rationale  
This course is designed to teach students how to use their counseling skills and knowledge accrued in previous coursework in the counseling process. The students learn the steps in the counseling process from the initial session to termination of the counseling relationship including techniques of counseling and technological support.  

III. State Adopted Proficiencies for Counselors covered in this class are the following:  

Standard II: Learner-Centered Process:  
3. Counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs  
9. Use counseling-related research techniques and practices to address student needs  

Standard III: Learner-Centered Planning:  
2. Facilitate learner’s ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information.  
3. Use both preventative and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change  
4. Implement effective referral procedures to facilitate the use of special programs and services.  

Standard V: Learner-Centered Communications:  
1. Demonstrate effective communication through oral, written, and nonverbal expression  
4. Facilitate learner’s access to community resources  

Standard VI: Learner-Centered Professional Development:  
1. Use reflection, self-assessment, and interactions with colleagues to promote personal professional Development  
3. Strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards
IV. TExES Competencies Covered in this Course

**Competency 2:** Knows and applies strategies for positive, effective communication with all students and their families

**Competency 6:** Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques

Understands the use of prevention approaches (e.g. respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

**Competency 10:** Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development

Demonstrates awareness of the value of membership in appropriate, professional counseling Organizations

Marriage and Family Counseling Proficiencies

a. Structure and explain counseling process to client: responsibilities, limits, confidentiality
b. Assess a problem in the context within which it occurs
c. Establish long and short term goals
d. Plan treatment strategies congruent with the contextual analysis of the problem and the established treatment goal
e. Review counseling progress and evaluate the outcome of treatment
f. Accept and make appropriate referrals
g. Prepare client for termination of counseling

V. This course is designed to meet the following CACREP Standards for Common Core Curricular Experiences and Student Learning Outcomes:

1. CACREP Section 2-F-1-d. The role and process of the professional counselor advocating on behalf of the profession
2. CACREP Section 2-F-1-f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
3. CACREP Section 2-F-1-l. Self-care strategies appropriate to the counselor role
4. CACREP Section 2-F-5-f. Counselor characteristics and behaviors that influence the counseling process
5. CACREP Section 2-F-5-g. Essential interviewing, counseling, and case conceptualization skills

**Student Learning Outcomes for Common Core Curricular Experiences:**

1. 2-F-1-l The student will learn self-care strategies appropriate to the counseling role as evidenced by the development of a wellness plan which will be reviewed at beginning and end of the semester.
2. 2-F-1-d. The student will demonstrate the role and process of the professional counselor advocating on behalf of the profession as measured by their responses on a comprehensive exam.
3. 2-F-5-f The student will demonstrate an understanding of counselor characteristics and behaviors that influence the helping process by successfully completing a role-played videotape.(see rubric)
4. 2-F-5-g The student will demonstrate an understanding of essential interviewing and counseling skills by successfully completing a role played video tape.(see rubric)
In addition this class is designed to meet the following CACREP Standards of Clinical Mental Health Counseling:

1. CACREP Section 5-C-2-b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
2. CACREP Section 5-C-2-j. Cultural factors relevant to clinical mental health counseling
3. CACREP Section 5-C-2-k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
4. CACREP Section 5-C-2-m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
5. CACREP Section 5-C-3-b. Techniques and interventions for prevention and treatment of a broad range of mental health issues
6. CACREP Section 5-C-3-d. Strategies for interfacing with integrated behavioral health care professionals
7. CACREP Section 5-C-3-e. Strategies to advocate for persons with mental health issues

**Student Learning Outcomes for Clinical Mental Health Counseling Standards:**

1. 5-C-2-k The student will demonstrate their knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of clinical mental health counseling by class discussions and successful responses on a comprehensive exam.
2. 5-C-3-e The student will demonstrate their knowledge of the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society by their responses on a comprehensive exam.
3. 5-C-2-b. The student will demonstrate their knowledge of the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders by their responses on a videotaped role-play (see rubric) and answers on a comprehensive exam.
4. 5-C-2-d. The student will demonstrate their knowledge of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling by their responses to a videotaped role-play and their answers on a comprehensive exam.
5. 5-C-2-j. The student will demonstrate application of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling by their responses to case scenarios (see rubric) and class role-plays.
6. 5-C-2-m. The student will demonstrate their understanding of current record-keeping standards related to clinical mental health counseling by writing case notes to role play sessions.
7. 5-C-3-d. The student will demonstrate how to apply relevant research findings to inform the practice of clinical mental health counseling as evidenced by their responses on homework activities.
8. 5-C-2-d. Applies the principles and practices of diagnosis, treatment, referral, and prevention of mental health and emotional disorders to initiate, maintain, and terminate counseling by videotaped role play and transcript (see rubric).

**VI. Additional Course Topics:**

A. Process a client referral and prepare for the initial interview
   1. State the essential concepts of the counselor’s role. (CACREP Section 2-F-1-l)
   2. Understand counselor characteristics and behaviors that influence the helping process. (CACREP Section 2-F-5-f)
B. Explain the counseling relationship to the client. (Proficiency: Standard III.3, Comp: 10)
   1. State the purpose of counseling.
   2. State the responsibilities of the counselor and the client.
   3. Explain focus
   4. State the relevant ACA ethical and legal considerations of helping relationships, current policies, laws relevant to school and clinical mental health counseling. (CACREP Section 5-G-2-n and CACREP Section 5-C-2-l)

C. Construct a model of the client's concern. (Proficiency: Standard II 3, 9; Comp: 6)
   1. Identify all of the client's concerns
   2. Offer appropriate referrals as necessary.
   3. Develop a good counseling relationship with the client using essential interviewing and counseling skills (CACREP Section 2-F-5-g)
   4. Select the most appropriate concern for counseling.
   5. Identify the components of the concern.
   6. Verify the model with the client.

D. Assist the client in establishing the learning objective (Proficiency: Standard III.2; Comp: 2)
   1. Determine the desired goal.
   2. Establish the learning objective.
   3. Decide if the client's motivation is sufficient

E. Implement a strategy. (Proficiency: Standard II, Comp: 6, 10)
   1. Design a detailed strategy, including necessary, intermediate objectives and steps.
   2. Conduct information-seeking procedures.
   3. Conduct decision-making procedures.
   4. Conduct other chosen procedures.

F. Evaluate the effects of the treatment and counseling process. (Proficiency: Standard VI, 10; Comp: 10)
   1. Analyze counseling outcomes.
   2. Decide on the appropriate future steps.

G. Terminate counseling. (Proficiency: Standard III.3; Comp: 6)
   1. Explain termination to the client.
   2. Manage client/counselor resistance.
   3. Conduct transfer of learning.

H. Evaluate Counselor Performance and Effectiveness. (Proficiency: Standard VI; Comp: 6)

VII. Instructional Methods and Activities

This class uses a workshop format and is designed to be a safe place to try out new skills. The following formats will also be used:

A. Lecture/Discussion
B. Demonstrations - Live and Video
C. Simulation, Role-play, Videotape
D. Case Studies
E. Writing/Reflection

Confidentiality and Ethics
In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. This is training for your practicum work with clients. All sessions you tape for a grade must be unrehearsed, without notes.

Cheating or plagiarism will result in a grade of 0 for the assignment. Breach of confidentiality is considered cheating and will result in a grade of F for the class.

When You Play the Role of Client in Practice Sessions:
You have the right and personal responsibility to share only as deeply as you want. Please do not share anything you do not wish to share. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course. Please come see me if you have any questions or concerns.

VIII. Evaluation and Grade Assignment and Course Policies:

Methods of evaluation:

1. Wellness Plan. Students will develop a wellness plan including reasonable, measurable, and attainable goals. Information regarding wellness and instructions for completing this plan will be reviewed the first day of class, and then students will be required to develop and submit a 3-5 page individual plan (this does NOT include title page or references). Students will engage in this wellness plan throughout the semester and then submit a 2-3 page re-evaluation and summary of their wellness plan. Both assignments must be in APA 6th Edition Style and can be turned in via Blackboard or hardcopy by the beginning of class on the due date. Further instructions are delineated on page 8.

2. Video Tape Role Play Assignments.

Students will be required to submit three 30 minute counseling role-play videos during the semester. These tapes will be completed in class with another classmate. The first two tapes will be submitted with a ten minute transcript from that session that includes identification of the specific skills used and reflection on the use of those skills. The Final Tape will be submitted with a 15-minute transcript including the same aspects as the previous two. Students must transcribe tapes themselves. Having someone else transcribe your tape will result in an ‘F’ on the assignment. Students are required to provide their own VHS tape, recordable DVD, or digital video recording device to complete these tapes. The following types of recordable DVDs will work: DVD+R, DVD+RW, DVD-R and DVD-RW (dual layer discs DO NOT work). Further instructions are delineated on page 9.

3. Homework.

Homework activities will be assigned throughout the semester and will be due at the beginning of the following class period. These activities will be focused on personal reflection and insight, and furthering your growth as a counselor.
4. **Participation**

Participation during this class, including during role plays and class demonstrations is essential. Part of participation is the ability to accept and act on feedback and the critique of your developing skills by the instructor and teaching assistant.

We will be engaging in numerous experiential exercises in this class. If any of these exercises cause you any sort of emotional or physical distress, please do not engage in them, and speak with me outside of class.

To receive all of the participation points, students are expected to attend class on time, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor, teaching assistant, and classmates, actively participate in class activities and discussion, and respond professionally and appropriately to feedback.

*Students sleeping or acting unprofessionally in class will be asked to leave and will not get credit for attending that class period. If you miss more than 50% of any class session, this will be counted as an absence.*

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Skills Tape 1</td>
<td>100</td>
</tr>
<tr>
<td>Skills Tape 2</td>
<td>200</td>
</tr>
<tr>
<td>Final Tape</td>
<td>300</td>
</tr>
<tr>
<td>Wellness Plan</td>
<td>50</td>
</tr>
<tr>
<td>Wellness Plan Review</td>
<td>20</td>
</tr>
</tbody>
</table>

Letter grades will be computed:

- **A = 720 - 650**
- **B = 649 - 580**
- **C = 579 - 510**

*Late assignments may be turned in up to one week after the due date for a reduced letter grade. No assignments will be accepted after one week past the due date. All assignments are due by the beginning of class time on the due date.*

**Attendance policy:**

- **Upon your second absence, you will have a 10% deduction in your grade. This means you may only have one unexcused absence without penalty.**
- **Three absences will result in an administrative drop or failing grade.**
- **The only excused absences will be illness with a doctor’s note, or death in the family with copy of an obituary.**

This course is essential for training competent counselors. Though we will engage in a significant amount of practice in class, you are expected to be practicing your skills outside of class as well. A grade of "C" indicates that the objectives of the course have not been accomplished sufficiently, and per the TAMUCC course
catalogue, if you earn a “C” or lower, you will be required to retake the course. *Please see me if you are having problems* (sooner rather than later)

**Course Schedule and Topics**

_*This is a fluid syllabus and may be subject to change at the instructor’s discretion._*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Introduction and Overview Wellness &amp; Creating a Wellness Plan</td>
<td>CH.1</td>
</tr>
<tr>
<td>1/23</td>
<td>Overview of Counseling Relationship, Helping Process</td>
<td>CH 2</td>
</tr>
<tr>
<td>1/30</td>
<td>Invitational Skills Assessment &amp; The Initial Interview</td>
<td>CH. 3</td>
</tr>
<tr>
<td>2/6</td>
<td>Paraphrasing</td>
<td>CH. 4 Wellness Plan due by the beginning of class</td>
</tr>
<tr>
<td>2/13</td>
<td>Reflecting Feeling</td>
<td>CH. 5</td>
</tr>
<tr>
<td>2/20</td>
<td>Reflecting Meaning &amp; Summarizing</td>
<td>CH. 6</td>
</tr>
<tr>
<td>2/27</td>
<td>Review</td>
<td>Complete Tape 1 in class GROUP 1: 7:00 GROUP 2: 8:15</td>
</tr>
<tr>
<td>3/6</td>
<td>Review and Practice</td>
<td>Tape 1 Due at the beginning of class</td>
</tr>
<tr>
<td>3/13</td>
<td>Immediacy &amp; Challenging Skills</td>
<td>CH. 7</td>
</tr>
<tr>
<td>3/20</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>3/27</td>
<td>Goal Setting Skills</td>
<td>CH. 8</td>
</tr>
<tr>
<td>4/3</td>
<td>Review</td>
<td>Complete Tape 2 in class GROUP 2: 7:00 GROUP 1: 8:15</td>
</tr>
<tr>
<td>4/10</td>
<td>Therapeutic Factors and Advanced Change Techniques</td>
<td>CH. 9, CH 10 Tape 2 Due at the beginning of class</td>
</tr>
<tr>
<td>4/17</td>
<td>Therapeutic Factors and Advanced Change Techniques</td>
<td>CH. 11</td>
</tr>
<tr>
<td>4/24</td>
<td>Note Writing, Treatment Planning Termination</td>
<td>CH 12</td>
</tr>
<tr>
<td>5/1</td>
<td>Review</td>
<td>Wellness Plan Review Due at the beginning of class Complete Final Tape in class GROUP 1: 7:00 GROUP 2: 8:15</td>
</tr>
<tr>
<td>5/8</td>
<td>Finals Week</td>
<td>Final Tape and Transcript Due in Dr. Hollenbaugh’s box (ECDC 232) by 7:00 PM</td>
</tr>
</tbody>
</table>

X. Required Text:


**Recommended Text**

XI. Assignment Instructions and Rubrics

**Individual Wellness Plan:**
In 3-5 pages, Students will complete the wellness packet reviewed in class, and then use this information to complete their individual wellness plan. All of the following aspects must be covered comprehensively to receive full points.

- Wellness plans may be written in first person but otherwise must be in **APA 6th Edition format**.
- **Choose three** sub-sections of the Indivisible Self that you would like to work on for the semester. For each of these sub-sections, discuss:
  - Where are you currently with your level of wellness on this section? Use scaling.
  - Where would you like to be on your level of wellness with section? Use scaling. How will you know when you have achieved this goal? What specific ways can you measure whether you have accomplished it?
  - Create an action plan. What activities will you engage in throughout the semester to achieve your desired goal? Why will these activities help you achieve this goal?

**Wellness Plan Rubric**

/50 Points

1. Delineated where currently is at on each section of wellness, used scaling /10 Points

2. Set clear, attainable goal for where would like to be on each section., used scaling /15 Points

3. Discussed small, measurable activities to reach that goal /15 Points

4. Required page length, APA Style, Grammar, Spelling, Mechanics, Discussed all three sections of wellness /10 Points

**Wellness Plan Review:**
In two to three pages (APA 6th Edition Style) reflect upon your wellness activities for the semester. Were you successful in accomplishing your goals? After personal reflection, why or why not? How might you change or edit your activities to better meet your goals, or to further your goals? What have you learned about yourself as a counselor during this activity? How might knowledge of developing a wellness plan be helpful in your work with clients?

**Wellness Plan Review Rubric**

/20 points
1. Discussed all goals and whether they were accomplished /5 points

2. Demonstrated personal reflection regarding goals /5 points

3. Discussed what learned about self as a counselor and using wellness with clients /5 points

4. Required page length, APA Style, Grammar, Spelling, Mechanics discussed all three sections of wellness /5 points

**Video Tape Role Play Transcript:**
Students are required to submit a 10 minute transcript with their first two video role plays and a 15 minute transcript with their final role play. In each role play you must review confidentiality at the beginning of the session. These transcripts must be verbatim including both the counselor and client’s responses, identification of the skills used (out of those we have already learned and practiced in class), and reflective comments by the student not only on weaknesses, but strengths as well, and any reflections on the client. The transcript must be one full block, though I will watch the whole tape. Please note what time you start and stop your transcript. Transcripts MUST be in the following format:

**Transcript Example:**

<table>
<thead>
<tr>
<th>Client &amp; Counselor Responses</th>
<th>Skill Used (verbal &amp; nonverbal)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor:</strong> what would you like to talk about today?</td>
<td>Open Question</td>
<td>Looking at this now, it seems a little trite. I think I will try something else next time.</td>
</tr>
<tr>
<td><strong>Client:</strong> Well I have been having a problem with a nosy neighbor. <strong>Counselor:</strong> Really? Tell me more.</td>
<td>Minimal encourager and door opener</td>
<td>seems appropriate at this stage</td>
</tr>
<tr>
<td><strong>Client:</strong> Well she comes over every day. I can’t get anything done. I need to work on the computer. I need to do some work around the house. But she won’t let me. <strong>Counselor:</strong> She doesn’t have anything else to do?</td>
<td>Closed Question</td>
<td>I notice that the client is blaming the neighbor. She is not owning the problem. Maybe next time I will get the client to focus more on that.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whoops, I missed the boat. I think it might have been better to reflect the client’s frustration.</td>
</tr>
</tbody>
</table>

### Video Tape Role Play Rubric

#### Rubric for Tape & Transcript

*Tape 1 = 100 Points; Tape 2 = 200 Points; Tape 3 = 300 Points*

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-A</th>
<th>Good-B</th>
<th>Fair-C</th>
<th>Poor-D</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling Skills</strong></td>
<td>The student is consistently reflecting feelings and at least occasionally reflects meaning and paraphrases when needed. The student is listening and responds to the client’s message by moving the client to deeper levels.</td>
<td>Students at this level are listening and several times during the interview make responses that are accurate reflections of feeling and meaning but do not push the client to examine deeper levels consistently.</td>
<td>Students at this level are listening and using minimal encouragers with occasional paraphrasing and perhaps a few reflections of feeling. The student has not yet established regular reflections of feeling or meaning. Paraphrases outnumber reflections of feeling and meaning combined.</td>
<td>Student is too silent and uses too many minimal encouragers rather than risking reflection, or Student is not listening but merely waiting for the client to stop talking so that they can intervene. Excessive use of questions. Not responding to the last client statement but changes the focus rather than asking the client to stay on topic. Detracting behaviors include personal opinions by the helper, roadblocks, advice giving and an excess use of closed questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Skill Identification</strong></td>
<td>Student accurately labels all skills in transcript.</td>
<td>Student accurately labeled most skills in transcript</td>
<td>Student confused certain skills (e.g. closed and open questions) but was correct on others.</td>
<td>Student was consistently incorrect in labeling skills in transcript.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Student included several insightful comments and reflections on the client, personal strengths and weaknesses. Transcript and tape were turned in on time, appropriate transcript structure was used (SEE SYLLABUS) Transcript is 10 (15 for final) minutes verbatim, tape is 30 minutes long.</td>
<td>Student included some insightful comments and reflections on the client, personal strengths and weaknesses. Several grammar and spelling errors or transcript was not verbatim.</td>
<td>Student included few insightful comments and reflections on the client, personal strengths and weaknesses. Several grammar and spelling errors or transcript was not verbatim and/or Tape was not turned in on time.</td>
<td>Student did not include comments, or comments were short and were not insightful. Several grammar and spelling errors or transcript was not verbatim and/or Tape was not turned in on time, and/or tape was not the appropriate structure.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure and Mechanics</strong></td>
<td>Transcript and tape were turned in on time, appropriate transcript structure was used (SEE SYLLABUS) Transcript is 10 (15 for final) minutes verbatim, tape is 30 minutes long.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99. C2, Student Grade Appeals and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at 361-825-5816.

XIV. Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XIV. Selected Bibliography to Support Counseling Process


I ______________________, received a copy of the course syllabus for CNEP 5384. I understand all of the course requirements delineated within including attendance, participation, and grading rubrics.

___________________________________________
Print Full Name

___________________________________________  __________
Signature                                    Date