

## University of Texas at Tyler

### **COUN 5391.001: Essential Counseling Skills**

**Fall 2019**

**Monday 5:00 p.m. – 7:45 p.m. | HPR 253**

**Instructor:** Randall M. Moate, Ph.D.

Assistant Professor | BEP 253 | office: (903) 565-5747

rmoate@uttyler.edu

**Office hours:** Monday 11am – 1:00pm

### **Catalog Description of COUN 5391:**

Essential counseling skills development with role-played lab practice with video. Focus on building therapeutic relationships, accurate empathy, and prioritizing client concerns. Develops proficiency in basic counseling response skills. Grade of B or better required to take more Clinical Skills courses.

### **Student Learning Outcomes:**

At the completion of the course, each student will:

- 1) Develop basic counseling skills including verbal and non-verbal attending, observation, active listening, paraphrasing, reflection of feelings, questioning, summarizing, and confrontation.
- 2) Understand the core conditions of counseling including unconditional positive regard, genuineness, and empathy.
- 3) Have practice, observation of, and experience in basic counseling
- 4) Develop cultural sensitivity within the counseling arena.
- 5) Develop an awareness of yourself, your place in the counseling field, and how to get the most out of your experiences in the counselor education program.
- 6) Gain experience in role of counselor and develop realistic assessment of skills and potential.

### **Proficiencies for Counselors:**

#### ***CACREP Core Objectives (II.G.1)***

1. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (II.G.1.j)
2. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients; (II.G.2.b)
3. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and (II.G.2.e) counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (II.G.2.f)
4. an orientation to wellness and prevention as desired counseling goals; (II.G.5.a)
5. counselor characteristics and behaviors that influence helping processes; (II.G.5.b)
6. essential interviewing and counseling skills; (II.G.5.c)

### **General Course Objectives and Skill Outcome (II.D.2)**

This course is designed to meet CACREP standards and enable students to demonstrate understanding of the following:

#### *Clinical Mental Health Counseling Standards*

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (III.B.1)

### **Subject Matter & Content (II.D.1)**

Major areas to be studied are:

- 1.) The person of the counselor
- 2.) The counseling process
- 3.) The therapeutic relationship: importance and development
- 4.) Becoming multicultural competent
- 5.) Basic attending behaviors: listening, encouragers, questions
- 6.) Reflective Skills: Paraphrasing, Reflection of Feeling, Reflection of Meaning, Summarizing
- 7.) Goal Setting
- 8.) Change Techniques- interpretation, feedback, confrontation
- 9.) Termination and evaluation
- 10.) Advanced change techniques: counteracting, homework, emotional arousal, motivation

### **Required Readings (II.D.4)**

Young, M. E. (2017). *Learning the Art of Helping: Building Blocks and Techniques* (6<sup>th</sup> ed.). New York, New York: Pearson.

**Additional Materials Needed:** One blank SD card; Please see Ms. Linda Speed (HPR 223) to check out your card. All cards must be erased and returned to Ms. Speed at the end of the semester.

*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

### **Course Structure & Methods of Instruction (II.D.3)**

In this course, class time is will be comprised of lectures, discussion, and group activities. The primary emphasis of this class will be on students participating in activities that are designed to improve their basic counseling skills. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning. You are required to be an active participant during class activities.

### **Course Assignments**

**Participation: (15 points)** – Learning/teaching is a dynamic social process. As clinically oriented course, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can actively engage with course content during class. Students are expected to regularly participate in class and will be required to participate in experiential learning activities.

**Tape #1: Peer Review (10 points)** – You will work with a partner on this project, where you will need to demonstrate the following basic counseling skills (i.e., *Opening, Encouragers, Paraphrase, Reflection of Feeling*). For this assignment you will submit the following items:

- (1) A video recorded 10-minute counseling session submitted through CANVAS.
- (2) A completed *Counseling Skills Evaluation* form that you completed for yourself.
- (3) A completed *Counseling Skills Evaluation* form that you completed for your partner.

You will be graded on this assignment based on the accuracy in which you completed the *Counseling Skills Evaluation* forms.

**Tape #2: Midterm Review (20 points)** – You will submit a video recorded 15-minute counseling session via CANVAS with a completed *Counseling Skills Evaluation* form (note: hard copy submitted in class). During your session you will need to demonstrate all of the basic skills we have discussed in class up to this point (i.e., *Opening, Encouragers, Paraphrase, Reflection of Feeling, Reflection of Meaning, Summarization, Closing*)

You are allowed to ask **one question** during your fifteen-minute session. Each subsequent question beyond the first question will result in you losing points off of your grade for the assignment.

You will be graded on how successful you are at incorporating and executing the basic counseling skills into your session.

**Transcription of Tape #2 (20 points)** – You will need complete a transcription of your entire 15-minute session for Tape #2. You must include every utterance made in the session by you or the client (e.g., “*uhm*,” sighs, “*like you know*,” etc.). On your transcription you should use 12 pt. times new roman font. You should single space responses from the client and/or counselor and use double space to delineate changes in the speaker.

Example:

Counselor: *It seems like you've really been under a lot of stress recently. Um, it seems, um, that you have a lot going on at work, and that when you come up from work it's hard for you to decompress.*

Client: *Yea, I think that's true. It's hard for me to unwind, because I feel like as soon as I get home my kids and spouse are ready for me to pay attention to them, and that's hard.*

Counselor: *It sounds like you feel like you want a break, or some time for yourself to catch your breath.*

Client: *I sure do; but, it's not realistic that'll ever happen.*

After you have completed the written transcription of the counseling session you will complete a 2-3 page reflection paper that addresses the following questions:

- *Describe what you perceived that you did well during this session.*
- *Describe what you perceived that you did not do well during this session, and/or areas you want to focus on improving?*
- *Describe difficulties and/or challenges that came up for you during the session.*

**Tape #3: (25 points)** – You will submit a video recorded 20-minute counseling session via CANVAS with a completed *Counseling Skills Evaluation* form (note: hard copy submitted in class). During your session you will need to demonstrate all of the basic skills we have discussed in class up to this point (i.e., *Opening, Encouragers, Paraphrase, Reflection of Feeling, Reflection of Meaning, Summarization, Closing, Immediacy, Confronting Discrepancies*).

You are allowed to ask **one question** during your twenty-minute session. Each subsequent question beyond the first question will result in you losing points off of your grade for the assignment.

You will be graded on how successfully you are able to incorporate and demonstrate basic counseling skills that you have been presented.

**Tape #4: Final Examination (210 points)** – You will submit a video recorded 25-minute counseling session via CANVAS with a completed *Counseling Skills Evaluation* form. During your taped session you will need to demonstrate all of the basic skills we have discussed in class up to this point.

You are allowed to ask **two questions** during your twenty-minute session. Each subsequent question beyond the second question will result in you losing points off of your grade for the assignment.

This assignment is designated as evidence of fulfilling certain standards of CACREP. This means that this assignment is seen as an indicator of minimum standards of professional competency necessary to enter the field ready to practice. This assignment will be graded using a rubric displayed on pg. 13.

### **Evaluation & Grading (II.D.5)**

Grading will be based on points assigned in the following areas:

| <u>Assignment</u>        | <u>POINTS</u> |
|--------------------------|---------------|
| Participation            | 15            |
| Tape #1                  | 10            |
| Tape #2                  | 20            |
| Transcription of Tape #2 | 20            |
| Tape #3                  | 25            |
| Tape #4                  | 210           |
| <b>Total</b>             | <b>300</b>    |

Grade assignments based on the above will be: A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = below 60 points. You must receive an A or a B in order to receive credit for passing this course.

## Course Policies

### Preparation & Participation

**Attendance** – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence, you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains extenuating circumstances for **both** absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

**Class Punctuality** - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

**Participation**- Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

### Late Policy

Assignments are due when class begins on the assigned date. Assignments submitted after class begins will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

### Use of Technology

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and **DO NOT TEXT MESSAGE.**

Students who chose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.** If the instructor becomes aware of a student using their laptop for any reason other than taking notes, he may ask that student to cease bringing their computer into the classroom.

### Communication Policy

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging

system. My email address is [rmoate@uttyler.edu](mailto:rmoate@uttyler.edu). Typically, I will be able to respond to your emails within 24 hours Monday – Thursday.

**\*\*Note:** make sure that you **do not** send emails to [rmoate@patriots.uttyler.edu](mailto:rmoate@patriots.uttyler.edu), as I will not receive these messages.\*\*

### **Diversity Statement**

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

### **Informed Consent Statement**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order

to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are not meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

### **University Policies**

#### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

#### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

#### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

#### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.utttyler.edu/tobacco-free](http://www.utttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2019, the Census Date is January 28th.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 28th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

## **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

## **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

## **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

## **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

### **College of Education and Psychology Mission Statement:**

#### **Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

**Clinical Mental Health Counseling Program Mission Statement:**

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.

### **Tentative Course Schedule**

|             |           |                                                                                                |
|-------------|-----------|------------------------------------------------------------------------------------------------|
| <b>Aug.</b> | <b>26</b> | Introduction & Course Syllabus Review                                                          |
| <b>Sep.</b> | <b>2</b>  | <b>Labor Day – No Class</b>                                                                    |
|             | <b>9</b>  | Ch. 1, Ch. 2<br><i>Skill: Opening</i>                                                          |
|             | <b>16</b> | Ch. 3, Ch. 4<br><i>Skill: Paraphrasing</i>                                                     |
|             | <b>23</b> | Ch. 5<br><b>Memorized Opening to Counseling Session</b><br><i>Skill: Reflection of Feeling</i> |
|             | <b>30</b> | Ch. 6 (pg. 121 – 133)<br><b>Tape #1 Due</b><br><i>Skill: Reflection of Meaning</i>             |
| <b>Oct.</b> | <b>7</b>  | Review of: <i>Paraphrases, Reflections of Feeling, Reflection of Meaning</i>                   |
|             | <b>14</b> | Ch. 6 (pg. 134 – 141)<br><i>Skills: Summarization &amp; Closing a Session</i>                  |
|             | <b>21</b> | <b>Tape #2 Due</b><br><i>Skill: Immediacy</i>                                                  |
|             | <b>28</b> | <b>Transcription of Tape #2 Due</b><br><i>Skill: Confronting Client Discrepancies</i>          |
| <b>Nov.</b> | <b>4</b>  | <i>Skill: Appropriate Questions</i>                                                            |
|             | <b>11</b> | <b>Tape #3 Due</b>                                                                             |
|             | <b>18</b> |                                                                                                |
|             | <b>25</b> | <b>Thanksgiving Break – No Class</b>                                                           |
| <b>Dec.</b> | <b>2</b>  |                                                                                                |
|             | <b>9</b>  | <b>Tape #4 Due</b>                                                                             |

### **Final Tape Rubric**

| Standard                                                                                                               | 1                                                                                                                                                                                                                    | 2                                                                                                                                                                                                   | 3                                                                                                                                                           | 4                                                                                                                                                         | 5                                                                                                                                                                                     | Score |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>5.c.1. Establishing Relationships</b><br><br><i>Greeting</i><br><br><i>Limits of Confidentiality</i>                | No greeting provided before session begins.<br><br>Greeting was inappropriate.<br><br>Limits of confidentiality were not mentioned.                                                                                  | Greeting with client was awkward.<br><br>Limits of confidentiality were poorly explained or omitted.                                                                                                | Greeting with client was minimal, but cordial.<br><br>Explained the 3 limits of confidentiality with one or more major errors.                              | Completed a rote greeting, with explanation of role & administrative tasks.<br><br>Explained the 3 limits of confidentiality with only a few minor errors | Demonstrated a warm and personable greeting, with explanation of role & administrative tasks.<br><br>Accurately and personably explained all aspects of the limits of confidentiality |       |
| <b>5.b.1. Empathy</b><br><br><i>Rapport</i><br><br><i>Reflection of Meaning</i><br><br><i>Reflection of Feeling</i>    | The verbal & behavioral expressions by the student does not attend to and detracts significantly from the client.<br><br>The verbal & behavioral expressions of the student are a barrier to the counseling session. | The student is ineffective during attempts to reflect client's <i>feelings</i> and/or sense of <i>meaning</i> .<br><br>The student's reflections are incongruent with how the client is presenting. | The interventions of the student are essentially interchangeable with those of the client in that they express the same <i>feeling</i> and <i>meaning</i> . | The responses of the student add noticeably to the client's experience, helping them to move deeper with <i>feelings</i> and/or <i>meaning</i> .          | Student develops strong working relationship with client.<br><br>Student's responses add significantly to the <i>feeling</i> and/or <i>meaning</i> of the client's experience.        |       |
| <b>5.b.2. Unconditional Positive Regard</b><br><br><i>Respect</i><br><br><i>Feedback</i><br><br><i>Self-Disclosure</i> | Student frequently had problems:<br><br><i>Suspending Judgmental Thinking</i><br><br><i>Keeping personal values out of the session</i>                                                                               | Student occasionally had problems:<br><br><i>Suspending Judgmental Thinking</i><br><br><i>Keeping personal values out of the session</i>                                                            | Student adequately demonstrated:<br><br><i>Suspending Judgmental Thinking</i><br><br><i>Keeping personal values out of the session</i>                      | Student consistently demonstrated:<br><br><i>Suspending Judgmental Thinking</i><br><br><i>Keeping personal values out of the session</i>                  | Student always demonstrated:<br><br><i>Suspending Judgmental Thinking</i><br><br><i>Keeping personal values out of the session</i>                                                    |       |

| Standard                                                                                                                           | 1                                                                                                                                                                                             | 2                                                                                                                                                                                                            | 3                                                                                                                                                                                                       | 4                                                                                                                                                                                                                 | 5                                                                                                                                                                                                | Score |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>5.b.3. Congruence</b>                                                                                                           | <p>Student was not able to <i>meet the client where they were at</i> or did so in a manner that was harmful to the session.</p> <p>Student behaviors and words seemed highly inauthentic.</p> | <p>Student was not able to consistently <i>meet the client where they were at</i> in a way that was helpful to the counseling session.</p> <p>Students behaviors and words seemed rote/scripted.</p>         | <p>Student demonstrated an adequate capacity to <i>meet the client where they were at</i>, that has a neutral or mixed effect on the counseling session.</p>                                            | <p>Student usually <i>met the client where they were at</i> in a way that enhanced the counseling session.</p> <p>Students behaviors and words seemed relatively authentic.</p>                                   | <p>Student effectively <i>met the client where they were at</i> in a way that was highly beneficial to the counseling session.</p> <p>Students behaviors and words seemed authentic.</p>         |       |
| <b>5.c.2. Attending</b><br><br><i>Body Language</i><br><br><i>Tone of Voice</i><br><br><i>Pacing</i><br><br><i>Verbal Tracking</i> | <p>Did not demonstrate attending behaviors.</p> <p>For most or all of the session the student was unable to verbally track their client.</p>                                                  | <p>Showed some inaccurate and inconsistent attending behaviors; visual contact, verbal tracking, vocal qualities, body language</p> <p>Student had numerous difficulties verbally tracking their client.</p> | <p>Attending behaviors were accurate but inconsistent; visual contact, verbal tracking, vocal qualities, body language</p> <p>Student intermittently had difficulty verbally tracking their client.</p> | <p>Attending behaviors were mostly consistent and accurate; visual contact, verbal tracking, vocal qualities, body language.</p> <p>Student demonstrated a capacity to understand what the client was saying.</p> | <p>Attending behaviors were accurate and complete.</p> <p>Student demonstrated a strong capacity to understand what the client was saying.</p>                                                   |       |
| <b>5.c.3. Questions</b>                                                                                                            | <p>Asked 7 or more questions per 20 min session.</p> <p>Questions are inappropriate or illogical</p> <p>Does not verbally track client</p>                                                    | <p>Asks 5-6 questions per 20 min session.</p> <p>Used unintentional pattern of questions, or therapeutically inappropriate questions.</p> <p>Poor or limited verbal tracking</p>                             | <p>Asked 4 questions per 20 min session.</p> <p>Selects open and closed ended questions appropriately;</p> <p>Followed up questions with limited verbal tracking.</p>                                   | <p>Asked 3 questions per 20 min session.</p> <p>Used <i>Closed and Open-Ended</i> questions appropriately.</p> <p>Followed up questions with adequate verbal tracking.</p>                                        | <p>Asked 2 or less questions per 20 min session.</p> <p>Used <i>Closed and Open-Ended</i> questions in a manner enhanced therapy.</p> <p>Closely followed up questions with verbal tracking.</p> |       |

| Standard                                                                                         | 1                                                                                                                                            | 2                                                                                                                                                | 3                                                                                                                     | 4                                                                                                                                                  | 5                                                                                                                                                                                                      | Score |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>5.c.4. Observation Skills</b><br><br><i>Immediacy</i><br><br><i>Confronting Discrepancies</i> | <p>Makes no use of observation skills.</p> <p>Did not show immediacy skills.</p> <p>Inappropriately confronted discrepancies with client</p> | <p>Demonstrated some observational skills.</p> <p>Did not show immediacy skills.</p> <p>Inappropriately confronted discrepancies with client</p> | <p>Used observation skills</p> <p>Rarely used immediacy skills.</p> <p>Confronted discrepancies with client.</p>      | <p>Used appropriate observation skills</p> <p>Demonstrated use of immediacy skills.</p> <p>Appropriately confronted discrepancies with client.</p> | <p>Demonstrated strong observation skills</p> <p>Demonstrated immediacy skills in a manner that enhanced therapy.</p> <p>Appropriately confronted discrepancies in a manner that enhanced therapy.</p> |       |
| <b>5.c.5. Encouraging</b><br><br><i>Door Opener</i><br><br><i>Minimal Encouragers</i>            | <p>Student did not use encourager skills with client or did so in a manner that was a barrier to the therapeutic process.</p>                | <p>Student rarely used encourager skills with client or did so in a manner that was not therapeutically beneficial.</p>                          | <p>Student adequately used non-verbal or minimal encouragers with client.</p>                                         | <p>Student effectively used a range of encouragers with client, which helped guide the session.</p>                                                | <p>Student intentionally used a range of appropriate/timely encouraging skills, which helped to deepen and enhance the client experience</p>                                                           |       |
| <b>5.c.6. Paraphrasing</b>                                                                       | <p>Paraphrases w/o intentionally, missed key points, were poorly formed, parroted, and/or were a hindrance to counseling.</p>                | <p>Paraphrases often missed key points in client verbal tracking, were not succinct, and/or parroted back what the client said.</p>              | <p>Paraphrases demonstrated verbal tracking, but at times were not succinct, and/or parroted client's responses</p>   | <p>Paraphrases were intentional, generally accurate, additive, and helped the client to tell their story</p>                                       | <p>Paraphrases were intentional, succinct, accurate, additive, and were used to guide session with great effect.</p>                                                                                   |       |
| <b>5.c.7. Summarizing</b>                                                                        | <p>Summaries were either not used, or were unintentional, did not demonstrate client verbal tracking, or were not understood by client.</p>  | <p>Summaries missed key points in client verbal tracking, were not intentional, used ambiguous language, or were overly complex.</p>             | <p>Summaries demonstrated some verbal tracking, but were not always additive, and/or well-formed and articulated.</p> | <p>Summaries were timely, additive, caught most of what the client was saying, were typically well formed and articulated</p>                      | <p>Summaries were timely, additive, captured essence of what client was saying, were well formed and articulated, and used to deepen the session with great effect.</p>                                |       |
| <b>5.c.8. Ending a Session</b>                                                                   | <p>Student abruptly ended the session with no closing intervention(s).</p>                                                                   | <p>Poorly summarized at end of session; rote description of what occurred during session.</p>                                                    | <p>Summarizes some important content of session, and/or client's strengths.</p>                                       | <p>Summarizes most of the important content of session, and/or does well executed closing activity.</p>                                            | <p>Summary or closing activity was highly additive to the session and was smoothly executed.</p>                                                                                                       |       |

| Standard                                                                                                      | 1     | 2      | 3         | 4     | 5      | Score |
|---------------------------------------------------------------------------------------------------------------|-------|--------|-----------|-------|--------|-------|
| Ability to structure a session intentionally and guide a client through a therapeutically helpful experience. | Never | Rarely | Sometimes | Often | Always |       |

Raw Score \_\_\_\_ x (3.5) = \_\_\_\_/210