

**COUN 5392-002: HELPING RELATIONSHIPS AND CLINICAL
INTERVIEWING****DEPARTMENT OF PSYCHOLOGY AND COUNSELING****UNIVERSITY OF TEXAS AT TYLER****COURSE SYLLABUS: FALL 2019****MONDAYS 5:00 – 7:45 PM RM BEP 250****CRN#81655****3 CREDITS****RAMONA I. GRAD, PH.D., NCC**

HPR Bldg., Room 239

Office Hours: Mondays 2:00-5:00pm

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COURSE CATALOG DESCRIPTION:

This is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills and interviewing through role playing and modeling. Video and audio feedback as well as direct supervision is provided. **Prerequisites**--Grade of "B" or better in COUN 5312, COUN 5328 and, COUN 5391 and departmental consent.

This course will serve as a bridge between the study of the theories and systems of counseling and the supervised practice of counseling. Students will learn more about themselves in relation to others while also learning beginning techniques for clinical interviewing. In addition to didactic learning, students will engage in role play and digitally record their interviewing and counseling techniques. Instructor and peer feedback will be given. This course will equip students with basic skills to develop and maintain helping relationships.

STUDENT LEARNING OUTCOMES AND ASSESSMENTS:

Upon successful completion of COUN 5392 a student will be able to:

- Demonstrate and articulate skills necessary to build a therapeutic relationship (CACREP II.G.5.b; II.G.5.c)
- Demonstrate effective procedures for conducting initial clinical interviews (CACREP II.G.5.c; CACREP III.G.2, CACREP III.H. 1, 2)
- Construct a personalized intake interview form (with possible attachments) (CACREP II.G.5.c)
- Perform role play interviews as therapist and client with class members (CACREP II.G.5.b, c)
- Demonstrate the ability to write clinical intake reports (CACREP II.G.5.c)
- Demonstrate the ability to conceptualize DSM-V diagnoses (CACREP II.G.5.c; CACREP III.K.1, K.2, K.5; CACREP III.L.1, L.2, L.3)
- Demonstrate the ability to construct a treatment plan (CACREP II.G.5.c; CACREP III.H. 1, 2)
- Demonstrate ethical decision making processes (CACREP II.G.5.b, c)
- Demonstrate growing confidence necessary to work with diverse client populations (CACREP II.G.5.c; CACREP III.E.1,2,3, CACREP III.F.3)
- Demonstrate knowledge of crisis intervention, suicide prevention, and psychological first aid strategies (CACREP II.G.5.g)

REQUIRED TEXTS:

Young, M. (2016). *Learning the Art of Helping* (6th ed.) Pearson.

**Other readings posted on Canvas

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*

EVALUATION AND LEARNING OPPORTUNITIES/ACTIVITIES:

In all aspects of your transition from student to professional I will be *supporting you and challenging you* to expand your knowledge base, to increase your breadth and depth of skill, and to improve your attitudes and dispositions related to your work. In order to provide structure to this assessment the following points have been assigned to portions of your performance. It is my expectation that you can earn credit in this class if you *demonstrate mastery of the appropriate skills, complete assignments in a timely fashion, demonstrate an awareness of and adherence to ethical decision making processes, and demonstrate an attitude of seeking excellence in your therapeutic skills*. Points in this course can be earned through professionalism and your role plays and related assignments. **Late assignments will not be accepted unless documented proof of an emergency has occurred.**

1. **PROFESSIONALISM:** It is expected that students will attend *all* classes and *actively* participate. Students will also be required to engage in supervision throughout the semester. The instructor will use an evaluation tool during supervision sessions to gauge progress. Available supervision meeting times will be provided by the instructor throughout the semester. All absences must be discussed with the instructor prior to the class missed. Missing more than one class will result in an "IP" or "NC" for the class unless otherwise determined by the professor (10 possible points).
2. **PARTICIPATION:** 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.
3. **ROLE PLAYS:** Role Plays: Throughout the semester, students are required to complete a series of five role plays to demonstrate their counseling skills. Each role play will be uploaded to the assignment using Arc. Students will engage in group supervision to review the recordings and discuss strengths along with areas of growth. The instructor will schedule additional supervision times with the students as necessary. In addition to the recordings, students should have thoroughly reviewed their videos and the instructors comments on Arc. Comments may include: skills used, strengths, areas for growth, observations, questions, etc. Students will also complete various written assignments with each video (counseling skills evaluation, SOAP notes, intake report). Formats for these written assignments are included in the appendix of this syllabus. Additional information will be discussed in class prior to each recording. The following amount of points can be earned for each role play/written assignment:

In class Participation10 points

Role Play 1 (30 Min) & Counseling Skill Evaluation

- a. Role Play.....25 points
- b. Counseling Skill Evaluation & Reflection.....5 points

Role Play 2 (50 Min) & SOAP Note

- a. Role Play.....35 points
- b. Counseling Skill Evaluation & Reflection.....5 points
- c. SOAP Note.....5 points

Role Play 3 (50 Min) & SOAP Note

- a. Role Play.....35 points
- b. Counseling Skill Evaluation & Reflection.....5 points
- c. SOAP Note.....5 points

Role Play 4 (50 Min) & SOAP Note

- a. Suicide Assessment Role Play.....35 points
- b. Counseling Skill Evaluation & Reflection.....5 points
- c. SOAP Note.....5 points

Role Play 5 (50 Min), Intake Report, & Treatment Plan

- a. Role Play.....15 points
- b. Intake Report5 points
- c. Reflection.....5 points

Total: 200 points

You must earn at least 160 points to receive credit (CR) for the course. Students who earn less than 160 points will receive either a No Credit (NC) or In Progress (IP) depending on their course performance. You must earn CR for this course to progress onto practicum. Please note that ethical violations such as breaches in confidentiality and lack of professionalism can also result in receiving NC for the course.

Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.

COURSE SCHEDULE ♠

♠ This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructors.

Week/Date	Topic	Reading	Assignment Due *Must be submitted prior to the start of class
Week 1 8/26	Introduction and Overview Therapeutic Relationship	Syllabus	
Week 2 9/2	<i>Labor Day – No Class Today</i>		

Week 3 9/9	Therapeutic Relationship & Skills Review	Young Ch. 5&6 Geller (2013) Hook et al. (2013)	
Week 4 9/16	GROUP SUPERVISION		Role Play 1 Skills Eval & Reflection
Week 5 9/23	Challenging Skills	Young Ch. 7	
Week 6 9/30	Clinical Documentation Change Techniques	Young Ch. 9 Cameron & Turtle- Song (2002)	
Week 7 10/7	GROUP SUPERVISION		Role Play 2 Skills Eval & Reflection SOAP Note
Week 8 10/14	INDIVIDUAL SUPERVISION		<i>Meet for Individual Supervision this Week</i>
Week 9 10/21	Change Techniques	Young Ch. 10	
Week 10 10/28	GROUP SUPERVISION		Role Play 3 Skills Eval & Reflection SOAP Note
Week 11 11/4	Suicide Assessment Crisis Intervention	Granello (2010)	
Week 12 11/11	Intake Assessment & Goal Setting	Young Ch. 8	Role Play 4 Skills Eval & Reflection SOAP Note
Week 13 11/18	GROUP SUPERVISION		Role Play 5 Intake Report & Reflection
Week 14 11/25	<i>Thanksgiving Break – No Class Today</i>		
Week 15 12/2	Evaluation, Reflection, & Termination	Young Ch. 11	
Finals Week 12/9	INDIVIDUAL SUPERVISION		<i>Meet for Individual Supervision this Week</i>

COURSE POLICIES AND REQUIREMENTS

COUNSELING ROLE PLAY POLICIES

Role play in the classroom setting is essential to simulating the counseling experience and demonstrating the traditional counseling format. Role plays will be conducted in dyads, outside of class, and videotaped in the training clinic for supervision purposes. It will be necessary for students to perform the role of counselor and client to create authenticity in content, verbal, and

non-verbal behaviors in the role play sessions. Portions of role plays will be shown in small groups in class for group supervision. If a student portraying the client does not want a portion of the role play shown in class for confidentiality reasons, that student can inform the instructor. Information shared during role plays is considered confidential. Students should not discuss role plays outside of class with other students of the class or with others. It should be remembered that students/counselors-in-training are not providing personal counseling or therapy. In order to maintain proper academic boundaries and not move into the realm of personal counseling, students are encouraged not to use current personal issues that may cause embarrassment or unnecessary emotional distress to themselves or others. Students who find themselves needing further services due to issues which arise in the practice of role play should take advantage of services offered at the UT-Tyler Student Counseling Center or pursue private services.

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.

ATTENDANCE POLICY

Attendance is required for all class sessions. It is important that you not enroll in this course unless you can commit to attending all class sessions. Contact the instructor **in advance** in order to have an absence from class excused. **Students may have no more than one excused absence from the course.** Unexcused absences and/or excessive tardiness to class meetings may automatically result in a grade reduction, and the student may be required retake this course to meet their degree requirements. *Missing more than one class, or excessive tardiness will result in a student receiving "IP" or "NC" for the class.*

CELL PHONE/LAPTOP USE

There is a zero tolerance policy for texting/cell phone use in class. Cell phones may be left on vibrate for emergency notification purposes only. If you expect an important phone call or you are an emergency contact for someone, please inform me before class and quietly excuse yourself if contacted. You are free to use your cellphone during breaks. For every instance of texting/cell phone usage that the instructor observes during class time, **10 points** may be deducted from your overall grade. Laptops are allowed to be used **ONLY** for taking notes during class. If other things are done with the laptop during class (internet, social media, games, etc.) then **10 points** may be deducted from your overall grade in the course. Your repeated or excessive inappropriate use of technology in the classroom environment may result in your removal from class and an overall failing grade for the course. **Please ensure that all cellular phones and beepers are turned off during class time.**

PATRIOT E-MAIL

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. 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 rgrad@uttyler.edu.

****Note:** make sure that you do not send emails to rgrad@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.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

UNIVERSITY POLICIES**UT TYLER HONOR**

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.uttyler.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 Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.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 (Sept. 12th) 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.

ACCOMODATIONS FOR STUDENTS WITH DISABILITY

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible 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 Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. 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 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.

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](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), 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](mailto:903.566.7254) (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.

COUN 5392-002
Interpersonal Skills
Consent

I am currently a student enrolled in COUN 5392-002 at University of Texas at Tyler. I have been given a copy of the course syllabus and participated in an overview of it in class. I agree to the following:

1. I have reviewed and understand the experiential learning activities outlined in the syllabus, a copy of which is attached to this consent.
2. I understand that personal experiences used in role plays and supervision are to be appropriate for an academic setting and that I am to avoid disclosure of personal experiences that may cause unnecessary emotional distress to myself or class members.
3. I understand that all personal information disclosed during experiential learning activities is considered confidential as described in the syllabus.
4. I understand that as a counselor-trainee I am not providing personal counseling or therapy.
5. I consent to the role plays of simulated counseling sessions outlined in the syllabus.
6. I agree to use the attached informed consent for volunteers participating in experiential learning activities.

In addition, I am aware that during the course of the semester if I am uncomfortable with the experiential activities outlined in the syllabus I can discuss them with the instructor, Ramona Grad at 903.566.6269.

Students Name (Print)

Date

Students Signature

Practice Contract

Dear Volunteer,

I am a student in COUN 5392-002 at The University of Texas at Tyler. One of the requirements of this course is that I practice various counseling skills with volunteers. I appreciate your willingness to work with me on my class assignments.

You may wish to talk about real concerns that you have or you may prefer to role-play a problem or issue that does not necessarily relate to you. Please let me know, however, which of these two possibilities you choose.

Here are some important dimensions of our work together:

Confidentiality

As a student, I cannot offer any form of legal confidentiality. You may rest assured however, that what you tell me in real or role-played situations will remain confidential and remain with me except for the following important exceptions:

1. A serious issue of harm to yourself or others must be reported
2. If you give indication of abusing or neglecting others, I also must report this to others.

Video taping

An important part of training in counseling is making a recording and listening to/watching my own work. This will be shared with my instructor and/ or students in my class. When we are recording if you are uncomfortable we can turn off the recorder at any time. Should that occur, I will not share that recording with my instructor or my class without your specific permission.

Boundaries of Competence

As I am a counselor-trainee, I will not do counseling and/or therapy. This is a practice session to allow me to put into use what I am learning about how to manage a counseling session. Feedback from you about my performance and what you find helpful is welcome and appreciated.

Please check below:

_____ I give my permission to record this practice session for the purposes stated above.

Volunteer Client (Signature)

Date

Counselor-Trainee

Adapted from Ivey & Ivey (2003)

Counseling Skill Evaluation

Name of Student: _____ Tape #: _____ Date: _____

OPENING	Frequency/Time	Comments
Greeting		
Limits of Confidentiality		
Nonverbal Body Language (e.g., eye contact, facilitative body position)		
Silence		
Tone of Voice		
Pacing		
Respect		
Empathy/rapport		
Verbal tracking (i.e., ability to stay with your clients topic)		
ENCOURAGERS	Frequency/Time	Comments
Door Opener		
Minimal Encourager		
QUESTIONS	Frequency/Time	Comments
Open Question		
Closed Question		
REFLECTING SKILLS	Frequency/Time	Comments
Paraphrase		
Reflection of Feeling		
Reflection of Meaning		
Summarization		
CONFRONTATION	Frequency/Time	Comments
Immediacy		
Identifying Discrepancies		
SELF DISCLOSURE & FEEDBACK		
CLOSING SESSION		
Closing Activity/Summarization		

Counseling Skills Review Form

Date _____ **Name of Student** _____

Instructions: In a quiet place, the student will listen to their simulated-counseling session. The student will complete the following:

1. Describe what was your experience before the session.

2. Describe what was your experience during the session.

3. Describe what was your experience right after the session.

4. List 3 things that you think you did well during the session.
 - a.
 - b.
 - c.

5. List 3 things that you would to improve.
 - a.
 - b.
 - c.

6. On a scale from 0 to 5, where 0 is not present at all, and 5 is fully present, please rate your level of therapeutic presence during this session. What is it that influenced your presence or lack thereof during this session?

7. Did you hear a recurring theme from the client? If so, what is it?

8. Did you miss a recurring theme from the client? If so, what is it?

9. Name a few aspects of yours and client's cultural background that are relevant to the presenting problem.

10. What did you learn from reviewing your recording about your current use of skills and about yourself?

11. What is your plan of action to address areas of growth and continue to grow personally and professionally?

SOAP Progress Note

Date: _____ **Client:** (do not include actual client name) **Counselor:** _____

Session #: _____ **Time:** _____ am / pm

Subjective:

Objective:

Assessment:

Plan:

Counselor Signature (with credentials)/Date

Supervisor Signature (with credentials)/Date