

THE UNIVERSITY OF TEXAS AT TYLER

Course Information

Course Title: **Essential Counseling Skills**

Course Number/Section Number: **COUN 5391.01**

Course Format and Time: **Wednesday 5:00pm – 7:45pm HPR 252**

Instructor Information

Instructor Name: Diane Smedley, Ph.D., LPC, LMFT, Assistant Professor

Instructor Contact Information: dsmedley@uttyler.edu Phone: TBD

Instructor Office Hours: Wednesday 3:00pm to 4:30pm and by appointment

Course Catalog Description: Essential counseling skills development with role-playing 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.

Course Prerequisites: N/A

Course Learning Objectives: 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.

*Each learning outcome will be assessed with written assignments, role play, class discussions, and/or participation.

Course Structure & Methods of Instruction:

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.**

Required Text and Additional Materials:

- A feelings wheel such as <https://feelingswheel.com/>
- Young, M. E. (2021). Learning the Art of Helping: Building Blocks and Techniques (7th ed.). New York, New York: Pearson.

- 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.

2016 CACREP Standards Addressed:

- 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
- 2.F.1.l. self-care strategies appropriate to the counselor role
- 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 2.F.5.f. counselor characteristics and behaviors that influence the counseling process
- 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
- 5.C.2.j. cultural factors relevant to clinical mental health counseling
- 5.C.2.l. legal and ethical considerations specific to clinical mental health counseling

Course Policies

Attendance: While it is strongly recommended that you do not miss any classes, you are permitted to miss one class or a total of 3 hours with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time except in extenuating circumstances. In extenuating circumstances, you are expected to notify the professor as soon as reasonably possible. With a second absence or more than a total missed 3 hours 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. With your letter you should include documentation that substantiates your extenuating circumstance. 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. Late behavior in excess of one class will result in a loss of participation points for each incident. In addition to a loss of participation points, students who are consistently late and miss a significant amount of class time may be assessed a course absence (see attendance heading above).

Late Policy: Assignments submitted after the established time due in the syllabus and/or Canvas 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.

Zoom Professional Behaviors: Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure a good internet connection.

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 send or read text messages during class. Students who choose 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, they may ask that student to cease bringing their computer into the classroom.

Given the potential for discussion of sensitive content during class, recording of class is strictly prohibited except where accommodations are arranged through SAR. Additionally, students are strictly prohibited from going “live” on social media platforms such as TikTok during class. The ability to uphold confidentiality is a core tenet of professional counseling as supported by the ACA *Code of Ethics*. As a counselor-in-training, you are expected to demonstrate the ability to honor confidentiality.

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 accordance 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 dsmedley@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

Online Communication: Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a ***professional manner***. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / ,’:-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (e.g., Dear Dr. Smedley:).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class.

Diversity Statement: Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and 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.

Course Assignments

Participation & Professional Behaviors: (10 points) – Learning/teaching is a dynamic social process. As a 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. During class students should be alert, respectful of others, use professional language, and use technology appropriately. Additionally, participation will include the completion of three micro assignments (i.e., two canvas discussion board postings and opening to counseling skills).

Tape #1: First Attempt (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 Content, Reflection of Feeling, Summarization, and Closing). You will be graded on this assignment based on the accuracy and quality of your responses on the Counseling Skills Evaluation forms. For this assignment you will submit the following items (2.F.5.f.; 2.F.5.g.):

1. A video recorded 10-minute counseling session submitted through CANVAS.
2. A completed Counseling Skills Evaluation form that you completed for yourself

Reflections of Feeling Practice (5 points): Accurate empathy is one of the most powerful tools in the counselor's tool bag. For this assignment, you will watch a video regarding reflections of feeling. Then you will review a set of vignettes and offer reflections of feelings (levels 3, 4, or 5) for each one. After completing the vignettes, you will complete a short reflection on the assignment.

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. 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 Content, Reflection of Feeling, Advanced Reflection of Feeling, Reflection of Meaning, Summarization, and 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 -0.5 points off of your grade for the assignment (e.g., If you ask three questions total, you will lose -1.0 points). You will be graded on how successful you are at incorporating and executing the basic counseling skills into your session (2.F.5.f.; 2.F.5.g.).

Transcription of Tape #2 (20 points) – You will need to complete a 10-minute **AND** 10 full (i.e., minimal encouragers do not count) counselor responses transcription of your 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.). An example that you should use as a template for your transcription is in Appendix A. (2.F.5.f.; 2.F.5.g.).

After you have completed the written transcription of the counseling session you will complete a 2-3 page reflection paper in APA format that addresses the following questions (2.F.5.f.; 2.F.5.g.):

- Conceptualize your session with the client. Explain what you understood as the counselor to be going on cognitively, emotionally, or spiritually for your client from their perspective.
- Describe what you perceived that you did well during this session and areas that you know that you need to work on.
- Describe difficulties and/or challenges that came up for you during the session.

Rogers Reflection (5 points): You will read the Rogers chapter posted on Canvas. After reading the chapter, you will complete a 2 – 3 page reflection in APA 7th edition and address the following questions:

- What were your three main takeaways from this chapter?
- What content in the chapter challenged your worldview?
- How will you come closer to congruence with the content that challenged you?

Tape #3: (25 points) – You will submit a video recorded 20-minute counseling session via CANVAS with a completed Counseling Skills Evaluation form. During your session you will need to demonstrate all of the basic skills we have discussed in class. You are allowed to ask one question during your twenty-minute session. Each subsequent question beyond the first question will result in you losing -0.5 points off of your grade for the assignment (e.g., If you ask three questions total, you will lose -1.0 points). You will be graded on how successfully you are able to incorporate and demonstrate basic counseling skills that you have been presented (2.F.5.f.; 2.F.5.g.).

Transcription of Tape #3 (25 points) – You will need to complete a 10-minute **AND** 10 full (i.e., minimal encouragers do not count) counselor responses transcription of your 20-minute session for Tape #3. You must include every utterance made in the session by you or the client (e.g., “uhm,” sighs, “like you know,” etc.). An example that you should use as a template for your transcription is in Appendix A. (2.F.5.f.; 2.F.5.g.).

Tape #4: Final Examination (180 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. You are allowed to ask two questions during your 25-minute session. Each subsequent question beyond the second question will result in you losing -0.5 points off of your grade for the assignment (e.g., If you ask four questions total, you will lose -1.0 points). The final grade will be tallied using the rubric in Appendix B.

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 that is located at the end of the syllabus (2.F.5.f.; 2.F.5.g.).

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

<u>Assignment</u>	<u>Points</u>
Participation & Professional Behaviors	10
Tape #1	10
Reflection of Feelings Practice	5
Tape #2	20
Transcription of Tape #2	20
Rogers Reflection	5
Tape #3	25
Transcription of Tape #3	25
Tape #4	<u>180</u>
Total	300

Grade Scale: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = below 60%. You must receive an A or a B in order to receive credit for passing this course.

Tentative Course Schedule

*Instructor reserves the right to make changes as needed.

Week	Topic	Assignments/Readings	CACREP Standards
1 08/23	Introduction & Syllabus Review	Canvas Discussion Board	2.F.1.i.; 5.C.2.j; 5.C.2.l.
2 8/30	Overview of Counseling Process, Nonverbals, and Overview of Skills	Chps 1 & 2	2.F.5.f.; 2.F.5.g.; 5.C.2.j
3 9/6	Opening and Limits of Confidentiality	Chps 3 & 4	2.F.1.i.; 2.F.1.l.; 2.F.5.d. 2.F.5.f.; 2.F.5.g.; 5.C.2.j 5.C.2.l.
4 9/13	Paraphrase and Reflection of Content	Memorized Opening to Counseling Session Chp 5	2.F.5.d.; 2.F.5.f. 2.F.5.g.; 5.C.2.j
5 9/20	Reflection of Feeling	Chp 6	2.F.5.f.; 2.F.5.g.; 5.C.2.j
6 9/27	Summarization and Closing a Session	Chp 7 (pp. 149 – 156)	2.F.1.k.; 2.F.5.f.; 2.F.5.g.; 5.C.2.j
7 10/4	Advanced Reflection of Feeling and Reflection of Meaning	Chp 7 (pp. 136 – 149) Tape 1 Due	2.F.5.f. 2.F.5.g.; 5.C.2.j
8 10/11	Online – Review reflections of feeling and activity	Reflections of Feeling practice	
9 10/18	Skills Review: Opening, Paraphrase, Reflection of Content, Reflection of Feeling, Reflection of Meaning, Summarization, and Closing		2.F.5.f.; 2.F.5.g.; 5.C.2.j
10 10/25	Challenging Techniques	Chp 8 Tape 2 Due Transcript for Tape 2	2.F.1.k., 2.F.5.f.; 2.F.5.g.; 5.C.2.j
11 11/1	Online – Review of Common Factors and Core Conditions	Rogers Reflection	
12 11/8	Questions & Focus Statements		2.F.5.f.; 2.F.5.g.; 5.C.2.j
13 11/15	Review of Challenging Techniques, Questions, and Focus Statements	Tape 3 Due Transcript for Tape 3	2.F.5.f.; 2.F.5.g.; 5.C.2.j
14 11/22	No Class – Thanksgiving Break		
15 11/29	Skills Practice	Canvas Discussion Board	2.F.5.f.; 2.F.5.g.; 5.C.2.j
16 12/6		Tape 4 Due	2.F.5.f.; 2.F.5.g.; 5.C.2.j

Appendix A

Example of transcript for tapes #2 & #3

Paraphrase	<p>Client: I don't know. It is like I can't catch a break. Literally. Even when I try to relax, I can't. There is no where to escape. I'm constantly worried about being fired. And when I get home, I have to deal with my partner's anxiety over my job situation.</p> <p>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 home from work it's hard for you to decompress.</p> <p>Better Response: You feel overwhelmed because no matter where you go you carry the weight of your job situation and that makes it seem impossible to decompress. (Advanced Reflection of Feeling)</p>
Reflection of Content	<p>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 are ready for me to pay attention to them and that's hard. And my partner wants reassurance about my job that I just can't give them.</p> <p>Counselor: It sounds like you feel like you want a break, or some time for yourself to catch your breath.</p> <p>Better Response: You value time with your family and all of your job stress leaves you resentful instead of being present with your family. (Reflection of meaning)</p>

Appendix B

Tape #4 Rubric

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

Standard	1	2	3	4	5
Attending <i>Body</i> <i>Language</i> <i>Tone of Voice</i> <i>Pacing</i> <i>Verbal</i> <i>Tracking</i>	Did not demonstrate attending behaviors. For most or all of the session the student was unable to verbally track their client.	Showed some inaccurate and inconsistent attending behaviors; visual contact, verbal tracking, vocal qualities, body language Student had numerous difficulties verbally tracking their client.	Attending behaviors were accurate but inconsistent; visual contact, verbal tracking, vocal qualities, body language Student intermittently had difficulty verbally tracking their client.	Attending behaviors were mostly consistent and accurate; visual contact, verbal tracking, vocal qualities, body language. Student demonstrated a capacity to understand what the client was saying.	Attending behaviors were accurate and complete. Student demonstrated a strong capacity to understand what the client was saying.
Questions	Asked 7 or more questions per 20 min session. Questions are inappropriate or illogical Does not verbally track client	Asked 5-6 questions per 20 min session. Used unintentional pattern of questions, or therapeutically inappropriate questions. Poor or limited verbal tracking	Asked 4 questions per 20 min session. Selects open and closed ended questions appropriately; Followed up questions with limited verbal tracking.	Asked 3 questions per 20 min session. <i>Used Closed and Open-Ended</i> questions appropriately. Followed up questions with adequate verbal tracking.	Asked 2 or less questions per 20 min session. <i>Used Closed and Open-Ended</i> questions in a manner enhanced therapy. Closely followed up questions with verbal tracking.
Observation Skills <i>Immediacy</i> <i>Confronting</i> <i>Discrepancies</i>	Makes no use of observation skills. Did not show immediacy skills. Inappropriately confronted discrepancies with client	Demonstrated some observational skills. Did not show immediacy skills. Inappropriately confronted discrepancies with client	Used observation skills Rarely used immediacy skills. Confronted discrepancies with client.	Used appropriate observation skills Demonstrated use of immediacy skills. Appropriately confronted discrepancies with client.	Demonstrated strong observation skills Demonstrated immediacy skills in a manner that enhanced therapy. Appropriately confronted discrepancies in a manner that enhanced therapy.
Encouraging <i>Door Opener</i> <i>Minimal</i> <i>Encouragers</i>	Student did not use encourager skills with client or did so in a manner that was a barrier to the therapeutic process.	Student rarely used encourager skills with client or did so in a manner that was not therapeutically beneficial.	Student adequately used non- verbal or minimal encouragers with client.	Student effectively used a range of encouragers with client, which helped guide the session.	Student intentionally used a range of appropriate/timely encouraging skills, which helped to deepen and enhance the client experience
Paraphrasing	Paraphrases w/o intentionally, missed key points, were poorly formed, parroted, and/or were a hindrance to counseling.	Paraphrases often missed key points in client verbal tracking, were not succinct, and/or parroted back what the client said.	Paraphrases demonstrated verbal tracking, but at times were not succinct, and/or parroted client's responses	Paraphrases were intentional, generally accurate, additive, and helped the client to tell their story	Paraphrases were intentional, succinct, accurate, additive, and were used to guide session with great effect.

Standard	1	2	3	4	5
Summarizing	Summaries were either not used, or were unintentional, did not demonstrate client verbal tracking, or were not understood by client.	Summaries missed key points in client verbal tracking, were not intentional, used ambiguous language, or were overly complex.	Summaries demonstrated some verbal tracking, but were not always additive, and/or well- formed and articulated.	Summaries were timely, additive, caught most of what the client was saying, were typically well formed and articulated	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.
Ending a Session	Student abruptly ended the session with no closing intervention(s).	Poorly summarized at end of session; rote description of what occurred during session.	Summarizes some important content of session, and/or client's strengths.	Summarizes most of the important content of session, and/or does well executed closing activity.	Summary or closing activity was highly additive to the session and was smoothly executed.
Ability to structure a session intentionally and guide a client through a therapeutically helpful experience.	Never	Rarely	Sometimes	Often	Always

Raw Score ____ x 3 = ____ /180