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**EDCO 6686: Counseling Skills & Techniques (3 credits)**

**Fall**

**Wed, 5:00 pm-7:30 pm**

**Online**

**COURSE INSTRUCTOR AND CLINICAL INSTRUCTORS:**

**Office: Office Hours:** by appointment

**Phone: Email:**

**Office Hours:** by appointment; **Email**

**Seattle Pacific University Mission Statement**

Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

**Department of Counselor Education Mission Statement**

“Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”

**School Counseling Website**:

http://www.spu.edu/orgs/schoolcounseling/

**Technology Integration**:

As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the Google Sites and Canvas to integrate technology.

If you have questions regarding Canvas that is related to technology (not course specific), please contact ITS at 206-281-2212 or librarytechdesk@spu.edu. If you are unfamiliar with how to use either system, please contact ITS for information and/or training.

**Required Text:**

1. Henderson, D., & Thompson, C.L. (2016). *Counseling Children* (9th ed.). Belmont, CA: Brooks/Cole, or any other equivalent graduate-level counseling theory textbook.

*2. Publication Manual of the American Psychological Association* (7th Ed.) (2019). The American Psychological Association: Washington, DC.

3. Hill, C. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Ed.), American Psychological Association.

**Canvas Log in:** http://learn.spu.edu/ (206-281-2212)

**COURSE DESCRIPTION:**

This course is the first in a series of three courses (the next two are ICP-I, ICP-II) designed to integrate counseling

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skills and techniques with practicum experiences. This course offers a review of major counseling theories and provides for the development of basic counseling skills used to effectively counsel K-12 populations.

**PEDAGOGICAL APPROACH:**

This is a pre-professional course. As such, the course is experiential and practice-oriented, and emphasizes discussion and reflection in addition to didactic teaching. We seek to regard you as developing professionals who are working with practical material. The focus is on understanding and analyzing your own counseling style and performance, learning and practicing basic counseling techniques and skills, as well as integrating theories with practice.

**COURSE OBJECTIVES AND LEARNING OUTCOMES:**

The course is designed to address several knowledge base criteria, including ones for CACREP common core and specialty standards, as well as for Washington State ESA certification in school counseling (WAC 181-78A-270 (5a) see link: **http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270**

**Upon completion of this course, students should be able to achieve the following learning outcomes: Objective 1: Knowledge and Skills**

a. Demonstrate knowledge of major theories and models of counseling (CACREP Section 2. F.5.a). b. Demonstrate appropriate entry-level interviewing, counseling, and case conceptualization skills (CACREP Section 2. F.5.g).

c. Demonstrate competency in facilitating the process of goal setting and developing measurable outcomes for clients (CACREP Section 2. F.5.i).

**Objective 2: Critical and Analytical Thinking, Problem-Solving**

a. Compare and contrast the essential constructs and strategies of different theoretical models (CACREP Section 2. F.5.c.).

b. Utilize a systems approach to conceptualize clients (CACREP Section 2. F.5.b). Consider and integrate developmentally relevant (CACREP Section 2. F.5.h), multiculturally competent (CACREP Section 2. F.2.c), and/or evidence-based counseling modalities and strategies for prevention and intervention (CACREP Section 2. F.5. j).

c. Employ strategies to promote client understanding of and access to a variety of community-based resources (CACREP Section 2.F.5.k)

**Objective 3: Values**

a. Cultivate empathy, compassion and a sense of responsibility to care for others, including those who are culturally different, marginalized, and/or underserved. Understand the role and process of the professional counselor advocating on behalf of the profession; become an active agent in promoting positive changes in the school community (CACREP Section 2. F.1.d.).

b. Utilize ethical and culturally relevant strategies for establishing and maintaining in-person and/or technology-assisted counselor-client relationships (CACREP Section 2. F.5.d.)

**Objective 4: Professional Identity and Development**

a. Develop strategies for personal and professional self-evaluation and discuss the implications of self evaluation for practice (CACREP Section 2 F.1.k).

b. Demonstrate awareness of how one’s characteristics and behaviors may influence the counseling process (CACREP Section 2 F.5.f).

c. Develop an initial “personal theory” of counseling (CACREP Section 2 F.5.n.).

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**COURSE REQUIREMENTS AND EVALUATION**

**In a glance:**

**Evaluation Items/Assignments Percentage Due Date Learning Outcomes**

1. Self-Evaluation of attendance, class discussion, out-of-class counseling practice 2. Peer evaluation of participation in class & counseling practice

3. Instructor/ evaluation of class participation and professionalism

6% Week 10-11 4a 9% Week 10-11 4a 9% Week 10-11 4a

4. Role-playing exercise (Skills) 20% Throughout the quarter 1b, 1c, 2b, 2c, 3b, 4b

5. Case Conceptualization and Analysis Paper (Theory)

20% Week 7 1a, 2a, 2b,2c,

4b. 4c

6. Final counseling session (Skills) 30% Submit your video by Week 10 Meet with clinical instructor during

Week 10-11

7. Preparatory Work 6% Week 1 **Total =100%**

1b, 1c, 2b, 2c, 3b, 4b

**Grading Scale1: 94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 73-76 = C**

**NOTE**: Students should **prepare in advance a case of a client from K-12 population** that they are going to role play as a counselee throughout the quarter (see #1 and #4 below). The case can be based on personal or professional experience, completely fictional, or a combination of both. The case material should be comprehensive enough for at least two brief counseling sessions (~40 mins). The Guide for the Observer Feedback is included in the appendix and posted on Canvas.

**1. Attendance, class discussion, and outside of class counseling practice** are an important aspect of this course given the significant experiential activities integrated throughout this course. Professional behavior is an expectation of this course. Please complete the assigned readings (see course schedule in the syllabus) prior to each class meeting. If you are unable to attend class please arrange to obtain class notes, handouts, etc. from a classmate and notify your instructors before class.

Students will be assigned to a **counseling practice group** (3-4 members). Members have several tasks: a) each group will develop two class discussion questions based on the assigned readings, and facilitate a 10-15 minutes discussion in class; b) each group is expected to meet on a weekly basis to practice counseling skills outside of class. Members should take turns being the counselor, the counselee, and the observer(s); c) record the final counseling session together during which each of you will role as the counselor, the counselee, and the observer. Students will self-assess their participation in this course and submit their evaluations by end of the quarter. Grading rubric will be posted on Canvas and discussed in class.

**2. Peer Evaluation**. Given the experiential nature of this course, your participation and involvement in this course have the potential to shape the overall learning experience for other students, especially those in your

1 Per program requirements, you must receive a B or higher grade in this course for course credit. Additionally, you must receive a B or higher on the video-taped counseling session prior to progressing forward in the practicum series.

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counseling practice group. Hence, your peers in the counseling practice group will provide feedback on your participation, contribution, as well as your professional behavior.

**3. Instruction Evaluation of Professionalism.** Course and clinical instructors will provide feedback on students’ professional behavior, which include attendance, punctuality, class participation, and ability to receive constructive feedback.

**4. Role-playing exercise**. Students will be assigned to one of the **Counseling Skills Labs**, facilitated and supervised by the clinical instructors. The Skills Lab is focused on helping students develop basic counseling and interviewing skills. There are two main objectives: a) during each lab session, students will get to play the role as the counselor, the counselee, or the observer. The rest of the group will provide feedback on the counseling process. These role-playing exercises are not graded; however, attendance and participation in the role-playing exercise are critical to students’ skills development. **Absence will result in a 2-point deduction for the in-class role playing activity**, and b) counseling practice groups will submit a recorded role-playing session prior to class (see schedule on Canvas). These recorded sessions will be reviewed by the clinical instructor and students during each lab session. **Not submitting a recording prior to class will result in a 2- point deduction**.

**5. Case Conceptualization and Analysis Paper**. There are two parts to this written assignment: a) students will prepare and write up a detailed case of a counselee presenting for counseling. This case should ideally be the same one that you use for role-playing activity and counseling practice, b) write an analysis of the case from the perspective of a theory of your choice and explain how you would apply the theory to work with the counselee. Finally, you will role play as the counselee presented in your case paper during the Final Counseling Session (see #6). You do not have to present your case conceptualization and analysis (i.e., part A of this assignment) to your “counselor” during the final role-play. Your counselor is supposed to come up with their own conceptualization and intervention. Instructions and grading rubric will be posted on Canvas.

**6. Final Counseling Session**. Each student will be assigned a case (a “client”) written by one of the members of their counseling practice group during Week 9. Students will have a few days to study the written case and prepare for the videotaped session. Each student will facilitate **a 20-25 minutes counseling session** with the assigned client and demonstrate appropriate and relevant counseling skills. Members of the counseling group will take turns being the counselor, the counselee, and the observer(s). Treat this counseling session not as your first session, but as your second or third session with the counselee, so that you could demonstrate counseling skills beyond the basic probing and reflection skills. Both the counselor and the counselee should become familiar with the background information presented in the written case (see #5) prior to videotaping. You may choose to videotape more than one of your practice sessions, but please make sure the final version that you submit for evaluation is **one complete, 20-25 minutes session, unscripted, unedited, and is easy to hear.** Students will meet with their clinical supervisor during the 10th or 11th week for the final review. The grade for the final review session will be based on self-evaluation, peer evaluation, and instructor’s evaluation. Grading rubric will be posted on Canvas and discussed in class.

**7. Preparatory Work**. Students are expected to review the syllabus, assignment rubric and instructions on Canvas, as well as submit a test video via Panopto during Week 1.

**Class Policy**:

• All assignments are due on Canvas. See due dates & times on Canvas.

• Late assignments will be deducted 10% of the assignment total points (e.g., 2 points for a 20-point assignment) each 24-hour period, following the due date.

• All written assignments must adhere to the latest version of APA style.

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• Videotaped sessions should be uploaded onto Panopto. See instructions for creating a Panopto video on Canvas. • Attendance and participation are an important aspect of this course. Should you have to miss class, please e-mail me (mshea@spu.edu) BEFORE the start of class.

• Please make every effort to come to class on time. Unexcused absences or frequent tardiness will impact your final grade.

• There are no make-ups for any class discussions or activities.

• Incomplete grades can be arranged only for medical or family emergencies. Students must initiate with me the process by no later than the 8th week of the quarter.

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**SCHEDULE**2

*Note*: H&T = *Counseling Children* by Henderson and Thompson; Hill = *Helping Skills* by Clara Hill; Egan = *The Skilled Helper* by Gerald Egan

**Wk Topic (Theories) Readings Assignments Due**

1

2

3

- Overview of the Course

- Review Psychodynamic Theory

- Form Counseling Practice Groups (for outside of class weekly practice)

-Review Cognitive & Behavior-Based Theories: Individual Psychology, Behavioral & Rational Emotive Behavioral (REBT) Theories

-Review Humanistic Theories: Person-centered and Gestalt

-Intro to the Helping Process

**Attending behavior**, listening, and observing

H&T Ch.1-3 H&T Ch. 5

H&T Ch. 11, 12, 13

H&T Ch. 6, 7 Hill Ch. 2, 7

Groups 1 facilitate class discussion

Groups 2 facilitate class discussion

Starting Week 4, meet with your counseling skills lab and clinical instructor between 6:15-7:30 pm.

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**Counseling Skills Lab (i.e., role playing) begins this week**

- **Multicultural awareness**

-**Exploring thoughts & narratives**: open and closed questions, restatements and summaries

Hill Ch. 4, 5 Hill Ch. 8

Groups 3 facilitates class discussion

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-Continue exploring thoughts & narratives: open and closed questions, restatements and summaries -**Exploring feelings**: reflection of feelings, disclosure of feelings, focusing, use of silence.

Hill Ch. 9 Groups 4 facilitates class discussion

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7

8

9

-**Facilitating insights and effective challenging**: problem identification, confrontation, immediacy

-Review Brief/Solutions-Focused Theory **-Taking action:** developing action goals, selecting strategies, exploring new

behaviors, providing guidance

-**Skills Integration:** Meet with your group and clinical instructor **between 5:00-7:30 pm** - No Lecture meeting.

**Veterans Day** – no class. You may use this week to practice and videotape your final counseling session for review

Hill Ch. 12, 14 Egan Ch. 7

H&T Ch. 10 Hill Ch. 16

Egan Ch. 13

No new

reading

assignment

No new

assignment

Groups 5 facilitates class discussion

Groups 6 facilitate class discussion

*Case Paper due by 5:00 pm*

Case for the final review will be assigned to you this week

WK 10- 11

Students meet one-on-one with their clinical instructors to evaluate their final counseling sessions

Final session should be submitted to Canvas by . **All** evaluations should be completed by

**PERTINENT INFORMATION AND CAMPUS-WIDE POLICIES:**

**Academic Integrity Policy:** As a University that promotes character as well as student competence, SPU expects that 2 Schedule may change to accommodate the pace of the class, student needs, etc.

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graduates will embody personal and professional integrity by serving the public good in doing what is right and doing so with an awareness of consequences. The current edition of the SPU Undergraduate Catalog describes the University’s commitment to academic integrity, which is breached by academic dishonesty of various kinds. Among these is turning in another’s work as your own and committing plagiarism, which is the copying of portions of another’s words from a published or electronic source without acknowledgement of that source. The penalty for a breach of academic integrity is a failing grade for the work in question on the first offense and a failing grade for the course as a whole with repeated offenses.

**Disability Support Services:** SPU students with documented disabilities should contact Disability Support Services (DSS) in the Center for Learning (Lower Moyer Hall). The DSS coordinator will meet with you to confidentially discuss how your disability impacts your academics. Faculty will be notified of approved accommodations. Call x2475 or email dss@spu.edu.

**Academic Schedule Religious Accommodation Policy:** Students who would like to request an accommodation for a religious holiday (e.g., request that an exam scheduled for a religious holiday be rescheduled) should make a written request within the first two weeks of the course pursuant to SPU’s Academic Schedule Religious Accommodation Policy. The policy is posted in the undergraduate Student Handbook at https://spu.edu/administration/office-of student-life/handbook/behavioral-community-expectations/university-policies and on page 16 of the 2019-20 Graduate Student Handbook, which is posted at https://spu.edu/catalog/graduate/20190/student-life.

**Inclement Weather School Closure Policy**: In the event of inclement weather or an emergency that might close the university, check the SPU website. You may also call the emergency closure hotline (206-281-2800). Both will be updated before 6:00 a.m. Please insure that you have updated your emergency information in Banner so that you can receive a text if other university emergencies arise.

**Emergency Preparedness Information:**

***Report an Emergency or Suspicious Activity***

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

***SPU-Alert System***

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, https://www.spu.edu/banweb/. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

***Lockdown / Shelter in Place – General Guidance***

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

\* Stay inside and await instruction, unless you are in immediate visible danger.

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\* Move to a securable area (such as an office or classroom) and lock the doors.

\* Close the window coverings then move away from the windows and get low on the floor. \* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

\* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger. \* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

***Evacuation – General Guidance***

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator. Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “Stop. Think. Act.” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

***Additional information*** about emergency preparedness can be found on the SPU web page at http://www.spu.edu/info/emergency/index.asp or by calling the Office of Safety and Security at 206-281-2922.

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**Appendix**

**Assignment Rubric**

**EDCO 6686 Self-Assessment**

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Name: Grading Rubric:**

**3: exceeded expectations**

**2: met expectations**

**1: below expectations**

**1. Reading** 3: I read all of the assigned readings prior to class. 2: I read most of the assigned readings prior to class.

1: I eventually read all of the assigned readings, not always

prior to class.

**Self Assessment:**

**2. Participation in class discussions and activities**

**3. Facilitating one class discussion**

**4. Outside-of-class counseling practice**

3: I actively participated in all class meetings. 2: I participated in most of the class meetings. 1: I only participated some of the time.

3: I contributed significantly to developing the discussion questions and facilitated the discussion with my group. 2: I somewhat helped with developing the questions and facilitating the discussion.

1: I showed up to meetings with my peers, but did not contribute any ideas to the discussion.

3: I practiced weekly with my counseling group outside class throughout the quarter.

2: I practiced regularly (but not weekly) with my counseling group outside class throughout the quarter. 1: I met less than 3 times with my counseling group to practice outside class.

**Total Points (out of 12):**

10

**Peer Evaluation**

**Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Students will evaluate each of their counseling practice group members based on the criteria listed below. Students should consider their group members’ input and professional behavior in their evaluation. Total points will be averaged for each member. The max score students can receive from their peers is 9. Your peer evaluation remains confidential. Only the aggregate scores will be displayed in the Gradebook.

***Rating Scale:***

***0=none***

***1= minimal***

***2=moderate***

***3=significant***

**============================================================== Group Member #1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /9 (max points)**

1. Contribution to the class discussion: \_\_\_

2. Contribution to the role-play practice outside class time: \_\_\_

3. Contribution to the videotaped counseling session for the final review: \_\_\_

**============================================================== Group Member #2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /9 (max points)**

1. Contribution to the class discussion: \_\_\_

2. Contribution to the role-play practice outside class time: \_\_\_

3. Contribution to the videotaped counseling session for the final review: \_\_\_

**============================================================== Group Member #3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /9 (max points)**

1. Contribution to the class discussion: \_\_\_

2. Contribution to the role-play practice outside class time: \_\_\_

3. Contribution to the videotaped counseling session for the final review: \_\_\_

**============================================================== Group member #4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /9 (max points)**

1. Contribution to the class discussion: \_\_\_

2. Contribution to the role-play practice outside class time: \_\_\_

3. Contribution to the videotaped counseling session for the final review: \_\_\_

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**Instructor Evaluation of Students’ Professional Behavior**

**Student Name: Grading Rubric: 3: exceeded expectation**

**2: met expectation**

**0-1: below expectation**

**Rating**

**1. Participation in class discussions and skills lab**

3: \_\_\_\_ actively participated in **all** of the class discussions and skills lab.

2: \_\_\_\_ participated in class discussions and skills lab **most** of the time.

1: \_\_\_\_ occasionally participated in class discussions and skills lab.

0: \_\_\_\_ did not participate in class discussion and supervision.

**2. Attendance** 3: \_\_\_\_ was on time and attended each class meeting. 2: \_\_\_\_ missed one class meeting (excused or unexcused)

OR \_\_\_ came late for one or two class meetings.

1: \_\_\_ missed more than one class meeting (excused or

unexcused) OR \_\_\_ came late for more than two times.

**3.Responsiveness to feedback**

3: \_\_\_ always demonstrated growth mindset toward learning; was receptive to instructor’s and peers’ feedback; and incorporated their feedback into improving one’s work. 2: \_\_\_ most of the time was receptive to instructor’s and peers’ feedback; and incorporated their feedback into improving one’s work.

1: \_\_\_ sometimes heeded or incorporated instructor’s and peers’ feedback, but did not do so on a consistent basis. 0:\_\_\_\_ was not receptive to instructor’s and peers’ feedback, or did not incorporate feedback into improving one’s work.

**Total Points (out of 9):**

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**EDCO 6686 Role-playing Exercise (20 points)**

**Observer’s task**

1. Provide your overall impression of the counseling session to the counselor and the client.

2. Identify the counselor’s strengths and areas for improvements. Place a check (x) mark in the following table, and provide specific examples for each area.

**Examples**

**1. Rapport with client** (trust, respect,

warmth, empathy, genuineness)

**2. Pacing of the session** (concise

questions and responses)

**3. Attending and listening skills** (eye

contact, gestures, body position, use of

minimal encouragers)

**4. Probes** (open or closed-ended

questions to elicit information)

**5. Restatement or summary** (e.g.,

sharing highlights)

**6. Reflection of feelings**

**7. Challenging remarks**

**8. Problem identification** (i.e., overall

understanding of the case and key issues)

**9. Exploring possibilities for a better**

**future** (exploring new goals or

behaviors, discussing possible strategies)

**10. Demonstration of any of the**

**following skills**:

a) Immediacy

b) Multicultural awareness/sensitivity

c) Self-disclosure

d) Silence

**Strengths Needs Improvement**

**Roadblocks to Communication Used** Negative facial expression

Distracting behaviors

Interrupting

Overuse of questions (“Interrogating”)

Parroting without synthesizing information

Use of advice

Other:

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**EDCO 6686**

**Case Conceptualization and Analysis Paper** (**20% of your course grade)**

**Due date**: See Canvas

**Instructions**:

• 6-8 pages excluding the cover and reference page, double-spaced, Times New Roman font, 12-point font size, one-inch margin on all sides.

• Cite at least two published journal article, in addition to your textbook and supplemental readings, to support your case conceptualization and analysis.

• Adhere to APA style.

**Case Summary Outline**

**Part I. Client/Counselee Information (Please use pseudonym for the client)**

**A. Background and Presenting Problem**

1. Indicate: self-referred or other-referred

2. Demographic background (racial/ethnic background, sex, age, sexual orientation, religious or spiritual practice, language(s) spoken at home)

3. Presenting problem(s) and the events or circumstances that precipitated the referral. 4. Background information:

• family background (family composition, structure, dynamics)

• developmental history (milestones, identity development)

• education history

• social and relationship history

• significant medical problems and history (if any)

• previous counseling experience (if any)

• any other relevant information (e.g., refugee status, immigration, relocation)

**B. Clinical Impressions**

1. Briefly describe the client’s symptoms and functioning (cognitive, affective, behavioral) 2. Briefly describe the client’s resources if any (e.g., strengths, support system)

3. Briefly describe the client’s obstacles if any (e.g., acculturation, poverty, social isolation) **Please insert a page break between Part I and Part II**

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**II. Case Conceptualization and Analysis**

1. Describe the theoretical orientation of your choice.

2. Describe how you would define the problem according to the theory. Use the language of the theory in your description.

3. Describe two counseling goals3 in two different areas (e.g., academic, interpersonal, emotional, familial, cultural adjustment, symptom management) that you will help the client explore and work on. 4. Describe two specific techniques associated with the theory that you will use to help this client make changes.

Notes:

▪ You will role-play as the client during the videotaped counseling session with your counseling practice group. It is important that you are familiar with the case details.

▪ You do not have to discuss or present your own case analysis during the videotaped session. It will be your counselor’s task to formulate a plan, set goals, and implement changes.

**This assignment evaluations the following learning outcomes or standards:**

• Demonstrate knowledge of major theories and models of counseling (CACREP Section 2. F.5.a). • Compare and contrast the essential constructs and strategies of different theoretical models (CACREP Section 2. F.5.c.). • Utilize a systems approach to conceptualize clients (CACREP Section 2. F.5.b). Consider and integrate developmentally

relevant (CACREP Section 2. F.5.h), multiculturally competent (CACREP Section 2. F.2.c), and/or evidence-based counseling modalities and strategies for prevention and intervention (CACREP Section 2. F.5. j). • Develop an initial “personal theory” of counseling (CACREP Section 2 F.5.n.).

**Grading Rubric**

**0 1-2**

**Needed Improvement**

**3**

**Met Expectations**

**4**

**Exceeded Expectations**

**1. Case history and presenting problems**

**2. Theory and case conceptualization**

Did not describe

Did not describe

Minimally or

superficially describe the case history and presenting problems. -Minimally or

superficially describe the theory.

-Some

evidence of case conceptualization, though the analysis or discussion may be general, or vague. -Literature was

cited but not

discussed.

Clearly describe the case history, but there are some

missing details. -Accurately and clearly describe the theory.

-Evidence of

critical, careful case conceptualization, and analysis and/or insights.

-Integrate

relevant literature, though the

discussion of the literature may be general, or broad.

Clearly and thoroughly describe the case history in a way that provides a deep understanding of the case. -Accurately and

clearly describe the theory. -Abundance of

evidence of critical,

careful case

conceptualization,

and analysis and/or

insights.

-Integrate literature

that is relevant and

specific to the case

discussion.

3 Goals should be specific, observable, and measurable; for example, reduced frequency of truancy, fewer incidents of bullying, or enhanced quality of social relationship/friendship.

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**3.Intervention goals**

Did not set

-Goals are

-Goals are

-Goals are

**(in two different areas)**

**4.Techniques or interventions**

**strategies**

**5.Organization, grammar,**

**coherence,**

**APA format& style Total Points:**

goals in two different

areas.

Did not

describe two techniques.

-No apparent organization -Difficult

to follow

-Poor

Transition

-Many

Grammatical, mechanical, or APA

formatting

errors.

not appropriate or relevant to the case. -Goals are too

broad or vague.

-Description of

the techniques or

intervention strategies is minimal, superficial, and/or loosely

grounded in theory. -Examples are

Unclear or missing.

-There is some

organization, though digressions or

irrelevances are too many.

-Difficult to follow or rambling.

-Ineffective transitions -Many grammatical, mechanical, or APA formatting errors.

developmentally appropriate and

culturally relevant. -Goals are clearly described, but are not readily

observable or

measurable.

-Techniques or

Interventions are clearly described and grounded in theory. -Examples or

illustrations are

relevant and

appropriate, but the links to the goals are not as specific or clear.

-Paper is

generally

well-organized with some digressions, or irrelevances

-Easily followed -Basic transitions -Some grammatical mechanical, or APA formatting errors.

developmentally

appropriate and culturally relevant.

-Goals are clearly

defined, specific and measurable.

-Techniques or

Interventions are clearly described and grounded in theory.

-Examples or

illustrations are vivid, clear, and specific to the goals.

-Paper is logically

organized

-Easily followed

-Effective, smooth,

transitions

-Few grammatical

or mechanical errors. -Adhere to APA format

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**Videotaped Counseling Session (30 %)**

This assignment evaluates the following learning outcomes or standards:

• Demonstrate appropriate entry-level interviewing, counseling, and case conceptualization skills (CACREP Section 2. F.5.g).

• Utilize a systems approach to conceptualize clients (CACREP Section 2. F.5.b). Consider and integrate developmentally relevant (CACREP Section 2. F.5.h), multiculturally competent (CACREP Section 2. F.2.c), and/or evidence-based counseling modalities and strategies for prevention and intervention (CACREP Section 2. F.5. j).

• Utilize ethical and culturally relevant strategies for establishing and maintaining in-person and/or technology-assisted counselor-client relationships (CACREP Section 2. F.5.d.)

• Develop strategies for personal and professional self-evaluation and discuss the implications of self evaluation for practice (CACREP Section 2 F.1.k).

• Demonstrate awareness of how one’s characteristics and behaviors may influence the counseling process (CACREP Section 2 F.5.f).

• Develop an initial “personal theory” of counseling (CACREP Section 2 F.5.n.).

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your Role (circle one): counselor / counselee / observer You are evaluating (circle one): self /the counselor and the counselor’s name is: \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**None/Not Yet = 0**

**Emergent**

**(Start to show or apply the skills) = 1**

**Developing**

**(Adequately and appropriately show or apply the skills)** = 2

**Consistent**

**(Skillfully,**

**consistently, and timely**

**demonstrate the skills)**

**1. Rapport with client** (trust, respect, warmth, empathy, genuineness)

**2. Pacing of the session** (concise questions and responses)

**3. Attending and listening skills** (eye contact, gestures, body position, use of minimal encouragers)

**4. Probes** (open or closed ended questions to elicit information)

**5. Restatement or summary** (e.g., sharing highlights)

0 1 2 3 0 1 2 3 0 1 2 3

0 1 2 3 0 1 2 3

**6. Reflection of feelings** 0 1 2 3 **7. Challenging remarks** 0 1 2 3

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**8. Problem identification** (i.e.,

overall understanding of the

case and key issues)

0 1 2 3

**9. Exploring possibilities for a better future** (exploring new goals or behaviors, exploring or discussing possible strategies) **10. Demonstration of at least one of the following skills**: a) Immediacy

b) Multicultural

awareness/sensitivity

c) Self-disclosure

d) Silence

**Sub-total:**

**Total Points:**

0 1 2 3 0 1 2 3

**Roadblocks to Communication Used**

Negative facial expression

Distracting behaviors

Interrupting

Overuse of questions (“Interrogating”)

Parroting without synthesizing information

Use of advice

Other:

**Strengths of counselor (list at least two):**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Areas needing improvement (list at least two):**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student): I understand and agree with the feedback provided to me during the final tape evaluation session.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature Date Clinical Instructor Signature \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

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**Grading Formula**:

1) Self-Evaluation and Peer Evaluation: 40% (i.e., 12 out of 30 points)

2) Instructor Evaluation: 60% (i.e., 18 out of 30 points)

3) Total 100% (30 points)

**Example**:

1) You give yourself 25 points for the videotaped session. Your client (Peer 1) gives you 26. The observer (Peer 2) gives you 26 points. The three scores will be averaged: (25+26+26)/3 = 25.67. This score constitutes 40% (or 12 points) of your counseling session grade. A weighted score will be: (25.67/30)\*(x/12), x = 10.27.

2) Your instructor gives you 27 points. This score constitutes 60% (or 18 points) of your counseling session grade. A weighted score will be: (27/30)\*(x/18), x = 16.2.

3) Your final grade will be: 10.27+16.2 = 26.47 (out of 30 points).