COUN 5002 Strategies and Techniques of Counseling

Fall 2022
Tuesdays 5:15-8:00 pm
CAB 2nd Floor

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Office Hours: By appointment
Office: 302

Course Description:
Methods, interventions and skills essential to counseling in community and post-secondary counseling settings. This course is designed to assist you in preparing for your first practicum experience. You will obtain opportunities to practice skills with mock clients, allowing you to increase your comfort in the execution of counseling skills in a safe environment. You will also be able to develop a core set of skills necessary to work with clients before entering into a counselor-client relationship. Given that the techniques you learn in this course help make the set of core skills necessary for counseling, mastery of skills is necessary for passing the course.

Methods of Instruction:

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Program Objectives:

Develop knowledge and skills necessary for competent professional practice, while cultivating strong counselor identity.

c. Design and implement effective counseling interventions in various settings with groups and individual clients.
f. Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan.

Course Objectives:
Through assigned readings, in-class exercises, videotaped simulated counseling experiences, and satisfactory performance on the mid-term and final examinations, students will demonstrate:

1) Theories and models of counseling (CACREP II.F.5.a.)
2) A systems approach to conceptualizing clients (CACREP II.F.5.b.)
3) Theories, models, and strategies for understanding and practicing consultation (CACREP II.F.5.c.)

4) Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP II.F.5.d.)
5) The impact of technology on the counseling process (CACREP II.F.5.e.)
6) Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f.)
7) Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g.)
8) Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h.)
9) Development of measurable outcomes for clients (CACREP II.F.5.i.)
10) Evidence-based counseling strategies and techniques for prevention and intervention (CACREP II.F.5.j.)
11) Strategies to promote client understanding of and access to a variety of community based resources (CACREP II.F.5.k.)
12) Suicide prevention models and strategies(CACREP II.F.5.l.)
13) Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP II.F.5.m.)
14) Processes for aiding students in developing a personal model of counseling (CACREP II.F.5.n.)
15) Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (Clinical Mental Health Counseling V.C.1.c.)
16) Roles and settings of clinical mental health counselors (Clinical Mental Health Counseling V.C.2.a.)
17) Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (Clinical Mental Health Counseling V.C.2.b.)
18) Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (Clinical Mental Health Counseling V.C.2.c.)
19) Cultural factors relevant to clinical mental health counseling (Clinical Mental Health Counseling V.C.2.j.)
20) Legal and ethical considerations specific to clinical mental health counseling (Clinical Mental Health Counseling V.C.2.l)
21) Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (Clinical Mental Health Counseling V.C.2.m.)
22) Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (Clinical Mental Health Counseling V.C.3.a.)
23) Techniques and interventions for prevention and treatment of a broad range of mental health issues (Clinical Mental Health Counseling V.C.3.b.)
24) Strategies for interfacing with integrated behavioral health care professionals (Clinical Mental Health Counseling V.C.3.d.)
25) Strategies to advocate for persons with mental health issues (Clinical Mental Health Counseling V.C.3. e.)

Textbooks:
Required:
Chen, M. & Giblin, N. (2018). *Individual counseling and therapy: Skills and techniques* (3rd ed.). New York, NY: Routledge.

Optional:
Erford, B. (2019). *45 Techniques every counselor should know* (3rd ed.) New York, NY: Pearson.
Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford.

Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook.* New York, NY: Guilford

Student Expectations:

1. Be prepared: Students are expected to come to class prepared for any discussions or activities that may occur by <u>reading all assigned material</u> and by bringing any written or electronic assignments required for class.
2. Be present and on time: Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies.
3. Remember due dates: Students are expected to complete all assignments on time. Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Any extenuating circumstances must be discussed with the professor <u>before</u> the due date. How these circumstances are handled is solely at the discretion of the professor.
4. Submit electronically: All written assignments are to be submitted electronically within Connect on or before the due date.
5. Be respectful: Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of counseling or in any field or activity outside of the classroom. One example of that respect is to <u>refrain from having private conversations</u> while others are addressing the class.
6. Be electronically respectful: Students will refrain from using <u>cell phones or other electronic devices</u> during class time, <u>except</u> in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class <u>or to leave class</u> as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please <u>silence all phones</u> and keep them <u>out of sight</u> during class time; they should be kept in purses, pockets, or book bags.
7. APA Style: All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, etc. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. <u>Please get help</u> if you are having a difficult time with writing skills.

<u>Digitally Delivered Policies</u>

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching

class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.
Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.
Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements
Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.
Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Proctoring Software is required for all Counseling courses
In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, $15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.
These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.
If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.
Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Assignments

A. Attendance, Participation, and Professionalism

Each week students will be expected to participate in classroom discussions, small groups, or other activities. It will be necessary to have read all assignments prior to coming to class. Absences and tardies have the potential to affect your final grade negatively. If you have more than two (2) unexcused absences the final grade will drop by one letter.

B. Skill Demonstrations (115 points; 51% of final grade) *(Course Objective 2, 4, 7, 10, 13, 14, 15, 16, 17, 20, 21, 22, & 23)*

Students will participate in **four (4) digitally recorded mock counseling sessions**. Each session will be graded on the counseling skills identified in Grading Rubrics given by professor. Taping will occur outside of class meeting times. Students are expected to be dependable and responsible in regard to attending scheduled recording times with partners and in their treatment of the lab space.

    4 Mock Counseling Sessions consist of:
        1.**Practice Session (25 points)** *(Course Objective 4, 10, 14, 16, & 20)*
        2.**Session A (25 points)** *(Course Objective 2, 4, 7, 10, 13, 14, 15, 16, 17, 21, & 22) Key Performance Indicator (*(2.F.5.g) must be uploaded to ONE DRIVE
        3.**Session B (30 points)** *(Course Objective 2, 4, 7, 10, 14, 16, & 23)*
        4.**Session C (35 points)** *(Course Objective 2, 4, 7, 10, 14, 15, 16, 21, & 23)*

C. Written Assignments/Documentation (110 points; 49% of final grade) *(Course Objective 2, 4, 7, 10, 13, 14, 15, 16, 17, 20, 21, 22, & 23)*

Students will be required to complete written assignments and documentation for recorded sessions as follows:

Reflection Paper 1 (10 points)
Students will read and reflect on challenges commonly encountered by beginning helpers. Each student will then write a **3** page reflection on what challenges he or she anticipates encountering given his or her unique history and cultural background. *Students will document their reflections of these anticipated challenges and develop strategies for how to manage such challenges.*

Practice Session Reflection Paper 2 (10 points): *(Course Objective 4, 10, 14, 16, & 20)*
Students will view their recorded practice session in full and write a 2 page reflection paper. Skills evaluated should include the following: Providing informed consent including limitations of confidentiality, eye contact, vocal qualities, verbal tracking, body language, open questions, closed questions, and intentionality. The paper must include the student's evaluation of skill strengths demonstrated in the recorded session as well as skills that the student identifies need improvement. Students should also reflect on their internal experience during the session.

Note: this is a Key Performance Indicator (Standard CACREP II.F.1.and II.F.5)

Session A *(Course Objective 2, 4, 7, 10, 13, 14, 15, 16, 17, 21, & 22)*

1. Students will complete an **Intake Form (20 points)** with their mock client and turn in the completed form.
2. **Reflection Paper 3 (10 points):** Students will view their intake session in full and write a 2 page reflection paper. Students will reflect on their internal experience during the session, the safety of the environment created for the client, their question to reflection ratio, and their effectiveness in gathering information and closing the interview session.

Note: this is a Key Performance Indicator (Standard CACREP II.F.5.)

Session B (*Course Objective 2, 4, 7, 10, 14, 16, & 23*)

1. Students will **Transcribe (30 points)** the last 15 minutes of their recorded counseling sessions. In a separate column next to the transcribed text, students will state the skill that they were using, and provide an alternative utterance.
2. **Reflection Paper 4 (10 points):** Students will view the session in full and review their transcription and write a 2 page reflection paper. Students will reflect on their internal experiences during the session in comparison to previous sessions. Students will also reflect on the skills they used during the session (e.g., questions, reflections, strategies to respond to discord or ambivalence), their intentionality behind their behaviors in session, effectiveness of skills used, and aspirations for the final recorded session.

Session C (*Course Objective 2, 4, 7, 10, 14, 15, 16, 21, & 23*)

1. Students will write a **Progress Note (10 points)** of their recorded session.
2. **Reflection Paper 5 (10 points):** Students will view the session in full and write a 2 page reflection paper focusing on their internal experience in session, skills used including intentionality and effectiveness, and their experience of termination of the helping relationship. Students will also reflect on their progression across their four recorded sessions in regard to their comfort level in the counselor role, ability to implement counseling skills intentionally and effectively, and conceptualize client issues.

Assignment Point Breakdown

Practice Session Recording	**25 points**
Session A Recording	**25 points**
Session B Recording	**30 points**
Session C Recording	**35 points**
Reflection Papers	**50 points**
Intake Form	**20 points**
Transcription	**30 points**
Progress Note	**10 points**
Total Points	**225 points**

Grading Scale	
A	202-225
B	180-201
C	157-179

D	135-156
F	<135

The LaGrange College Honor Code:
Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.
Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:
As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedures

 In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify Ms. Lindsay Shaughnessy, Director of the Panther Academic Center for Excellence (PACE) and Coordinator of Accessibility Services at accessability@lagrange.edu or 706-880-8652.

Course Schedule:

Week	Date	Content	Textbook Readings	Assignments Due
1	8/23/21	Introduction and Overview of Course		
2	8/30/21	Ethical considerations Informed consent Theoretical Frameworks Common Therapeutic Factors	Chapter 1 Chapter 2	Reflection Paper **1** **Submit on** **Connect by 11: 59** **PM.**
3	9/6/21	Attending to clients MI Spirit and processes *Journey through the jungle* *Empathetic Responding Skills*	*Chapter 3:* *Chapter 4:*	
4	9/13/21	Lab Class- Skills Practice via Teams		
5	9/20/21	Questions, Paraphrases, Reflections, and Summaries; OARS Gathering information at intake Clinical Assessment Skills	Chapter 5: Chapter 6:	-Practice Session Recording **Submit in One Drive** **Folder by 11:59 PM** -Reflection paper 2 **Submit on Connect by** **11:59PM**
6	9/27/21	Mental status and risk assessment Opening and closing counseling sessions *Dealing with Difficult Situations in counseling*	*Chapter 7:*	
7	10/4/21	Lab Class- Skills Practice via Teams		
8	10/11/21	Understanding and responding to ambivalence Establishing therapeutic goals : Basic Intervention Skills Influencing Skills	Chapter 8 Chapter 9	-Session A Recording **Submit in One Drive** **Folder by 11:59 PM** -Completed intake form -Reflection paper 3 **Submit on Connect by** **11:59 PM**

9	10/18/21	Mandatory reporting Case conceptualization		
10	10/25/21	Lab Class- Skills and Practice Via Teams		
11	11/1/21	Facilitating and evaluating change Incorporating theory-based interventions Advanced Intervention Skills	Chapter 10	-Session B Recording **Submit in One Drive Folder by 11:59 PM** -Transcription -Reflection paper 4 **Submit on Connect by 11:59 PM**
12	11/8/22	Counseling Persons with Special Needs Counseling Persons with Diverse and Multicultural Backgrounds	Chapter 12 Chapter 13	
13	11/15/22	Evaluating progress, maintenance, and Termination MEET VIA TEAMS	Ch 11: Termination Skills	
14	11/22/22	**Thanksgiving**		
15	11/29/22	Lab Class- Skills and Practice Via Teams		
16	12/6/22	Individual Meetings Via Teams		-Session C Recording **Submit in One Drive Folder by 11:59 PM.** -Progress note -Reflection paper 5 **Submit on Connect by 11:59 PM**

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course-Related Research

Sue, D. W., & Sue, D. (2003). Counselling the culturally diverse: Theory and practice.

Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development*, *82*(3), 313-318.

Iarussi, M. H., Tyler, J. M., Littlebear, S., & Hinkle, M. S. (2013). Integrating Motivational Interviewing into a Basic Counseling Skills Course to Enhance Counseling Self-Efficacy. *Professional Counselor*, *3*(3), 161-174.

Kiselica, M. S., & Englar-Carlson, M. (2011). Establishing rapport with boys in individual counseling and psychotherapy: A male-friendly perspective. In *Counseling Troubled Boys* (pp. 79-96). Routledge.

Eltaiba, N. (2014). Counseling with Muslim refugees: Building rapport. *Journal of Social Work Practice*, *28*(4), 397-403.

Sharpley, C. F., Jeffrey, A. M., & Mcmah, T. (2006). Counsellor facial expression and client-perceived rapport. *Counselling Psychology Quarterly*, *19*(4), 343-356.

Grading and Evaluation:

Skill Demonstration & Documentation

#	Title	Length	Required skills	Required Documentation	Point Value	Course Objectives
1	Practice session	15 minutes	1. Informed Consent 2. Rubric 1	Reflection Paper	Recording – 25 Paper - 10	CO 4, 10, 14, 16, & 20
2	Session A	45-50 minutes	1. Information gathering 2. Rubric 2	Intake form Reflection paper	Recording - 25 Intake form – 20 Reflection Paper - 10	CO 2, 4, 7, 10, 13, 14, 15, 16, 17, & 21
3	Session B	45-50 minutes	1. Identify MI-consistent skills 2. Rubric 3	15 minute transcription with skills used and alternati Reflection paper	Recording - 30 Transcription – 30 Reflection Paper - 10	CO 2, 4, 7, 10, 14, 16, & 23
4	Session C	45-50 minutes	1. Writing a case note 2. Rubric 4	Progress note Reflection paper	Recording - 35 Progress note – 10 Reflection Paper - 10	CO 2, 4, 7, 14, 15, 16, 21, & 23

Please see attached Rubrics in Appedix

Video Tape One Rubric: Instructor Rating Form

Students are evaluated on their ability to demonstrate the specific skills identified for the demonstration session. To successfully demonstrate a skill the student needs to use the skill appropriately and effectively within the counseling session.

	Not Demonstrated	Minimally Demonstrated	Demonstrated Competence	Comments & Suggestions
Reinforcing Non-Verbal Skills (Active Listening):				
Eye contact *(Direct, but with occasional breaks for client comfort)*				
Body position *(Open, attentive, facing client)*				
Voice tone *(Reflects client's, appropriate volume/rate, warm)*				
Facial expressions *(Show concern/interest, genuine response to client's emotions)*				
Starting and Conducting a Session:				
Starting a Session				
Establishing Rapport *(connecting with client, focus on client needs over own, developing emotional connection)*				
Appropriate Use of Questions *(ability to use open ended questions, use of appropriate intake questions)*				
Gathering Client Information *(identifying and soliciting information necessary to gain an understanding of client's concerns and immediate, as well as long-term, concern)*				
Addressing Consent				
Discussion of Limits of Confidentiality *(clearly discusses and checks for client understanding)*				
Disclosure of Qualifications/Training Status *(clearly states that therapist is a trainee, tapes will be watched for supervision, describes that process, and provides client with name of supervisor explaining that client can contact him/her)*				

Ending a Session				
Session Closing *(Ends session in time frame provided, uses ending of session in way to reinforce client perception that therapist has listened and attended, allows client to discuss any needed information, and is appropriate in terminating session)*				
Overall Session Evaluation				

Evaluation Ratings:

1. **<u>Not Demonstrated</u>**: Student did not demonstrate any aspect of the identified skill
2. **<u>Minimally Demonstrated</u>** : Student demonstrated skill on a limited basis or needs some remediation for skill enhancement
3. **<u>Demonstrated</u>**: Student was successful in demonstrating the skill

Video Tape Two Rubric: Instructor Rating Form

Students are evaluated on their ability to demonstrate the specific skills identified for the demonstration session. To successfully demonstrate a skill the student needs to use the skill appropriately and effectively within the counseling session.

	Not Demonstra ted	Minimal Demonstra tion	Demonstra ted	Comments & Suggestions
Non-Verbal Skills:				
Eye contact *(Direct, but with occasional breaks for client comfort)*				
Body position *(Open, attentive, facing client)*				
Attentive silence *(Allow client to fill "voids" in discussion / allow time to process)*				
Voice tone *(Reflects client's, appropriate volume/rate, warm)*				
Facial expressions *(Show concern/interest, genuine response to client's emotions)*				
Attending to Emotional Content :				
Assessing and identifying emotions *(ability to identify client's emotional content and use counseling skills to explore content, able to consider content in planning and assessing the session)*				
Appropriate use of encouragers				
Demonstrate Empathy *(ability to use both verbal and nonverbal skills to convey empathy and an understanding of the client's subjective worldview)*				

Reflection of Feelings *(ability to reflect accurately the content and nature of the client's emotional responses)*				
Attending to nonverbal cues and content *(ability to identify and respond to the client's nonverbal emotional responses, ability to identify inconsistencies when appropriate)*				
Immediacy *(ability to attend to the client's emotional content and verbal content in a timely manner)*				
Advanced Questioning Skills				
Open questions *(encourage client to speak about general topic)*				
Probing *(getting specific details or examples to better understand client or get client to be more specific; tell me more about that)*				
Responding appropriately to client's questions *(be able to answer client's questions, address concerns, address limitations in providing answers (e.g., advice giving) when appropriate*				
Restating & Reflecting				
Restatement/summary *(rephrasing content)*				
Paraphrasing *(Distilled version of content; Restate facts and thoughts using other words in a non-judgmental way)*				
Reflecting *(reflecting, identifying feelings)*				
Ending Sessions				

Session Closing *(Ends session in time frame provided, uses ending of session in way to reinforce client perception that therapist has listened and attended, allows client to discuss any needed information, and is appropriate in terminating session)*				
Overall				

Evaluation Ratings:

1. **Not Demonstrated**: Student did not demonstrate any aspect of the identified skill
2. **Minimally Demonstrated** : Student demonstrated skill on a limited basis or needs some remediation for skill enhancement
3. **Demonstrated**: Student was successful in demonstrating the skill

Video Tape Three Rubric: Instructor Rating Form

Students are evaluated on their ability to demonstrate the specific skills identified for the demonstration session. To successfully demonstrate a skill the student needs to use the skill appropriately and effectively within the counseling session.

	Not Demonstrated	Minimal Demonstration	Demonstrated	Comments
Non-Verbal Skills:				
Eye contact *(Direct, but with occasional breaks for client comfort)*				
Body position *(Open, attentive, facing client)*				
Attentive silence *(Allow client to fill "voids" in discussion / allow time to process)*				
Voice tone *(Reflects client's, appropriate volume/rate, warm)*				
Facial expressions *(Show concern/interest, genuine response to client's emotions)*				
Opening Skills:				
Session Transition *(ability to open sessions by linking to previous sessions, presenting goals or assessing client progress)*				
Use of Encouragers *(head nods, mm-hmm, I see)*				
Empathy *(seem to understand the client but maintain awareness that you are separate persons)*				
Questions:				
Open questions *(encourage client to speak about general topic)*				
Probing *(getting specific details or examples to better understand client or get client to be more specific; tell me more about that)*				

Therapeutic Interventions:				
Goal Setting *(working with the client to identify and establish goals for the session and treatment, developing client's skills in goal setting)*				
Reframing *(assisting the client in developing or considering an alternative view or perspective on their problem)*				
Paraphrasing *(Distilled version of content; Restate facts and thoughts using other words in a non-judgmental way)*				
Reflecting Feelings and Meaning *(reflecting and identifying feelings and client meanings)*				
Providing Information/Psychoeducational Interventions *(providing client information about the counseling process, treatment interventions or information about their concerns or diagnosis)*				
Challenging and Confronting *(identifying contradictions or inconsistencies with the client, examining with client inconsistencies in behavior and stated goals, getting a client to examine issues on a deeper level)*				
Refocusing *(redirecting the client to the issue being addressed or the task/activity)*				
Identifying Client Behavior, Emotions, and Thoughts *(ability in the session and in evaluating and planning – to appropriately identify client's behavior, emotions and thoughts. This includes assisting client in identifying their behaviors, emotions, and thoughts)*				
Ending a Session:				
Session Closing *(Ends session in time frame provided, uses ending of session in way to reinforce client perception that therapist has listened and attended, allows client to discuss any needed information, and is appropriate in terminating session)*				
Planning *(using the session ending to prioritize and establish a goal for the next session, this*				

goal can be linked to homework or a task (e.g., bibliotherapy, therapeutic activity) the client will work on prior to the next session)				
Overall				

Evaluation Ratings:

1. **Not Demonstrated**: Student did not demonstrate any aspect of the identified skill
2. **Minimally Demonstrated** : Student demonstrated skill on a limited basis or needs some remediation for skill enhancement
3. **Demonstrated**: Student was successful in demonstrating the skill

Video Tape Four Rubric: Instructor Rating Form

Students are evaluated on their ability to demonstrate the specific skills identified for the demonstration session. To successfully demonstrate a skill the student needs to use the skill appropriately and effectively within the counseling session.

	Not Demonstrated	Minimal Demonstration	Demonstrated	Comments
Non-Verbal Skills:				
Eye contact *(Direct, but with occasional breaks for client comfort)*				
Body position *(Open, attentive, facing client)*				
Attentive silence *(Allow client to fill "voids" in discussion / allow time to process)*				
Voice tone *(Reflects client's, appropriate volume/rate, warm)*				
Facial expressions *(Show concern/interest, genuine response to client's emotions)*				
Therapeutic Interventions:				
Integration of Basic Counseling Skills *(demonstration of skills shows good integration that balances skill demonstration with use of skills most helpful for intended purpose at any particular point in the session; skills fit with session rather than appearing out of context or resulting in undesirable shift in session)*				
Awareness of client needs *(ability to convey client needs and progress, ability to consider within the therapeutic process))*				
Interpretation/clarification *(goes beyond what client has stated, consideration of new meanings)*				
Challenging and Confronting *(identify and address inconsistencies, client challenges in actively participating in the session)*				
Homework/Therapeutic Activities: *(ability to discuss homework and link to session objectives and planning)*				
Introduction of Interventions: *(appropriately and in a timely manner introduce a specific*				

intervention, provide information about the intervention and purpose)				
Ability to use therapeutic interventions: *(application and use of a therapeutic intervention linked to session and therapeutic goals, ability to assess success of intervention and modify use of intervention if necessary)*				
Processing Termination:				
Feedback about the client and treatment progress *(ability to provide the client with information about their progress in session and across the counseling progress, ability to make recommendations about continued work or maintenance)*				
Assessment *(ability to identify client's progress and indicators of success or challenges in meeting therapeutic goals, assess client's progress and long term goals or plans)*				
Ability to Process Client's Evaluation *(ability to process client's evaluation of the counseling session and counseling process)*				
Ending a Session:				
Session Closing *(Ends session in time frame provided, uses ending of session in way to reinforce client perception that therapist has listened and attended, allows client to discuss any needed information, and is appropriate in terminating session)*				
Overall				

Evaluation Ratings:
1. **<u>Not Demonstrated</u>**: Student did not demonstrate any aspect of the identified skill
2. **<u>Minimally Demonstrated</u>** : Student demonstrated skill on a limited basis or needs some remediation for skill enhancement
3. **<u>Demonstrated</u>**: Student was successful in demonstrating the skill