**Techniques of Counseling I**

EPCE 5357

3 Credit Hours

**Fall 2019**

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**Assistant:**

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**Office Hours: Monday 9:00 am–11:00am & 4:30-5:30 pm Tuesday & Thursday 4:00-5:45 & 8:50-9:30 pm**

**Meeting Time/Place:** MONDAY 6-8:50 pm Room TBA

1. **Course Goals**: Students will demonstrate
* application of micro-skills that are culturally responsive
* application of questioning
* application of reflecting content and feelings
* integration of exploration skills
* application of confrontation
* use of immediacy
* use of self-disclosure
* application of interpretation
* use of information giving
* application of structuring for behavior change
* understanding of their stage of development (Perry)
* understanding common and curative factors that underscore counseling outcomes
* use of goal setting
* application of how to terminate counseling
* application of summarization
* understanding of assessment in case planning and management

# Conceptual framework

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley%27s%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

# NCATE Transformation

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.

# You will be exposed to the theory and techniques used in group counseling within both school and community counseling settings.

With respect to the COE reform initiative, products for both the Master’s degree in School counseling and the Master’s degree in Community counseling include:

#  1). Distinctive Products: EPCE: Community and School Counseling Programs

* **MEd – School Counseling**
	+ **Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.**
* **MEd – Community Counseling**
	+ **Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.**

 **2). Distinctive Assessments for Master’s Programs (EPCE 5357 is Phase 2)**

* **A & E and End of Phase Assessment:** Role play micro-counseling skills

The role play of counseling skills serves as the A & E and End of Phase Assessment for both the school and community counseling programs. The role play allows students to demonstrate effective counseling skills in a simulated setting based on the presenting and/or diagnosed problem. Students must tie theoretical concepts learned during phase 1 and demonstrate application in a simulated setting. Mastery of this Phase leads to the ability to apply counseling techniques when implementing programs and treatment plans in the actual community and school setting in phase 3. A score of 3 out of 5 is required to pass this assessment and move to the next phase.

# Counselor Education Technology Competencies

Specific technology (outside class) competencies covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

7 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

9 Be able to access and use counseling-related research databases.

1. **CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at the following site:

<http://www.cacrep.org/for-programs/2016-cacrep-standards/>

Specific CACREP standards that are met in this course are seen in **Section V** below.

# Course Purpose

This course is designed to help students acquire a conceptual understanding of counseling individuals. Students acquire micro-counseling skills that facilitate effective outcomes. In addition, they learn how to frame interventions that are responsive to individual and cultural differences. Common and therapeutic factors are used in case planning and management.

# Course Description

This course is an overview of the principles, practices and approaches to individual counseling in school and community settings.

# Prerequisites

Admission to the counselor education program and phase one courses:

EPCE 5353 or EPCE 5358, EPCE 5355, EPCE 5364, EPCE 5367, EPCE 5370

# Methods of Instruction

This course utilizes didactic teaching, interactive group discussions, class individual and group assignments, participation in role playing, and student generated presentations. Students are evaluated through examinations, written papers, attendance, presentations, and participation in the aforementioned assignments.

# Course Objectives/Learning Outcomes and Assessments

|  |  |
| --- | --- |
| Course Objectives/Learning Outcomes | **Assessments** |
| Counseling Characteristics and Behaviors that influence the counseling process (CACREP II.F.5.a,b,d,f,g,h,j,n) | Students will conduct a rated 20-minute interview. CACREP Rubric: Counseling Rating Scale |
| Multicultural counseling competencies(CACREP II.F.2.c.) | Students will demonstrate multicultural awareness and sensitivity through role plays, papers, and presentation using the Multicultural Counseling Competencies (1992)CACREP Rubric for presentations: Student Presentation Rating Scale |
| Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally(CACREP II.F.2.a.) | Students will demonstrate understanding through role plays, papers, and presentations Rubric for papers: Paper Rating ScaleRubric for presentations/CACREP standard: Presentation Rating Scale |
| Demonstrate interventions that highlight an orientation to wellness and prevention as desired counseling goals.(CACREP II.F.1.l.) | Students will identify and illustrate an understanding of techniques that promote wellness as evident in role plays, papers, and presentations. CACREP Rubric: Presentation Rating Scale |
| characteristics and behaviors that influence the counseling processes (CACREP II.F.5.a,b,d,f,g,h,j,n) | Students will demonstrate awareness of their stage of development and how it relates to counseling methods as evident in presentations, papers, and role-plays. CACREP rubric: Presentation Rating Scale |
| Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g.)  | Students will demonstrate skill acquisition in role plays, on papers, and in presentations. CACREP rubric: Counseling Rating Scale  |
| Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program development(CACREP II.F.7.m.) | Students will demonstrate an appreciation of social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations as evident on papers, in presentation and role plays. CACREP rubric: Presentation Rating Scale |
| The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a.) | Students will demonstrate evidence of use and application of current counseling research through papers and presentations. CACREP rubric: Presentation Rating Scale |
|  |  |

# Course Requirements/Methods of Evaluation Employed

One paper is to be completed by the last day of class, or sooner. The paper is 5-7 pages in length and written in APA style. The paper is to address a topic of your choice as it relates to counseling techniques. See attached rubric. Each student is to join a team of her/his choice (2-4 members) and give a 30 minute presentation on a topic related to individual counseling. See attached rubric. Students will conduct a 20-minute role-played counseling session that will be rated on a counseling rating scale. See attached rubric.

**Course Policies**

1. **Attendance:** Students are expected to attend all scheduled classes during the semester.
2. **Absences:** Students are allowed **one** excused absence during the long semester without proof of the reason for the absence. However, if assignments are due on the day absent, the student must arrange for the assignments to be turned in by the due date. Each absence beyond the one excused absence will result in the deduction of one letter grade.

Those students who anticipate that they might lose too many points because of absences, regardless of the reason, should postpone enrollment; those who find that circumstances have interfered with their ability to attend class should withdraw as indicated in the university policy.

1. **Late Policy:** Students who arrive to class after the role has been taken are considered late. Students who arrive to class more than 30 minutes late are considered absent. Late students are responsible for checking with the instructor to assure the attendance is noted. Three late arrivals will count as one absence. Leaving early will count in the same way as arriving late. Students who leave class early three times will accumulate one absence.
2. **LATE WORK may not receive credit but should still be submitted as it will affect your professionalism grade for the semester**
3. On-line behavior: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

**Grading policy**

 Grades will be determined by how many points are earned over the semester. Class attendance and participation are required and factor into the final grade determination. The one class absence is granted without penalty to allow for illnesses, attendance at funerals, work commitments, childcare issues, etc.

**If a student fails to turn in any assignment then it will not be possible to earn an A in this course**

**Assignments**

All written assignments are to be typed, double-spaced, and include your name at the top. All assignments are due at the beginning of class as listed on the Class Schedule. **Late submissions will not be graded but should still be turned in as it will affect your professionalism grade.**

1. **Participation/Professionalism = 200 Points:** The ability to learn the necessary material to pass this course is going to hinge on the level of participation you are willing to engage in. If you are constantly absent you are not able to participate and this will result in a reduction of your participation grade and overall grade. Use of technology is limited to usage that pertains to class activities and texting, web browsing, checking emails etc. are not considered as necessary for class. Professionalism is demonstrated by **not using your cell phone in class**, **attitude**, **and preparation for class activities (Reading assignments in advance, reviewing power points etc.).** Participation in class discussions and group/partner discussions throughout the semester is expected. There will be multiple opportunities to participate in small group discussions and provide input to persons who will act as speakers for the group. Finally, adhering to syllabus standards is expected. A syllabus is a contract between the instructor, student, and university and as such it should be agreed to and followed.

*Professional Behaviors Related to Technology***: Use of cell phone, text messaging,** email/laptop, tape recorder, IPod’s/MP3 Players: Students are to **turn off all cell phones while in the classroom.** Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. **No emailing, text or instant messaging, during class.** Use of IPod or MP3 player is not permitted. Use of laptop is not allowed. **Any student observed violating this policy will have 5 points deducted from Professionalism for each instance.**

Rubric for Professionalism/participation-

Absence/late (class room/role plays) 40

Inappropriate use of technology (Phones, Tablets etc.) 40

 Professional behaviors 40

 Participation in discussions (classroom/role play) 40

 Adhering to syllabus standards 40

Total 200 points

1. ***Taping Sessions & Transcription = 100 points***

Over the semester, you will do one simulated counseling session as the Counselor with one “taping partner” as the Client. This tape should be a minimum of 30 minutes. You will need to record your sessions and transfer them to a CD or jump drive that you can leave with the professor to review the accuracy of the transcription. If a tape is not considered to be adequate, you will be required to do another to replace it. Keep in mind to organize the transcription in a way that is easy to follow. Use paragraph breaks between one speaker and the next, double spaced, times new roman 12 point font, and use the LINE COUNT feature in Microsoft word so that the professor may reference specific lines to point out aspects of your counseling skills.

**Rubric for each Transcription**

 **20 points- Turning in the audio recording**

 **20 points- transcribing utterance-for-utterance and time stamping the beginning**

 **30 points- identification of skills used**

**30 points- alternate responses (i.e. re-stating a close ended as an open ended; turning a question into a reflective statement etc.)**

**100 points**

1. ***Reflections of Transcriptions & Critique forms = 50 points***

When you record and transcribe your sessions you will also write a brief 2 page reflection about the experience of sitting in the “counselor’s” chair covering the following aspects shown in the rubric:

**Rubric for REFLECTIONS**

* **5 points- What is the experience like of hearing yourself in a “session”**
* **5 points- What area do you feel you may be struggling in? How can you improve on that?**
* **5 points- What emotions did you feel from the client? How did you know the emotions were present?**
* **5 points- What are do you feel you are excelling in?**
* **5 points- How can the areas you are excelling ﻿﻿﻿﻿﻿﻿﻿﻿or doing well in help you improve on the areas you feel you are struggling﻿﻿﻿ in?**

**25 points**

1. ***Reflection of class activities, growth, and development***

There will be periodic reflection pertaining to your growth and development throughout the semester. There will be a numerous scaffolding activities aimed at increasing your knowledge and comfort level of micro-counseling skills. These reflections will serve as a journal of sorts for your experiences this semester. That being said, these reflections should be more than just surface level. The journey of becoming a counselor is a deep introspective process that enables you to get in touch with your triggers, biases, and feelings of inadequacy etc. because if you do not get in touch with those you will eventually be sitting across from a client with the same issues and how can you take someone to a place where you are unwilling to go yourself. The following topics are fair game to discuss during general reflections:

Growth and progress during the semester?

What worked well about activities in class?

What could have gone better or different?

 Comfort level with counseling skills?

 Anxieties, apprehensions, and/or worries

 **Successes, confidence boosters, and/or what you feel went well**

There will be some more pointed reflections that may come up as well. TO make sure you are responding properly to the reflection PLEASE pay attention to the prompt on BlackBoard where the assignment is to be submitted. These are not academic papers so you will not be graded for APA style; however, this is a graduate course. Therefore the expectations are that you adhere to the basic rules of grammar and composition.

**Rubric for each Reflection**

 **6 points- Content (i.e. deep reflection; answering prompts)**

 **2 points- Grammar/Readability**

 **2 Points- Turning it in on time**

 **10 points**

 **X 5 reflections**

 **50 points total**

Class Components Potential Credit

Transcription form/reflection 50

Transcription 100

Reflections of growth 50

Class Participation- 10 points per class, not counting first week, last week and one other class: 200

Total possible 400

Grades
A = 360-400 points
B = 320-359 points

C = 280-319 points

D = 240-279 points

F = 239 and <

Note 1: A grade of “0” on role played counseling session or paper assignment(s) will result in the grade of “F” in the class. Each student MUST complete each component in order to pass the class. Thus, the completion of only two of the components will result in the grade of “F” for this class.

Note 2: As in all counseling classes, the ACA Code of Ethics provides ethical guidelines for the class. If there is a violation of the ACA Code of Ethics, a student MAY not pass the class. If there is a violation of the ACA Code of Ethics, the violator(s) and the violation(s) will be discussed with the counseling faculty and the violator(s) MUST complete a remediation plan.

# Content Outline:

For those of you using the 5th edition the chapter titles are listed so that you can read the properly titled chapters because the numbers may not match up.

|  |  |  |  |
| --- | --- | --- | --- |
| Week# | Date | Topics | Assignments |
| One | 8/26 | Overview of course Helping as a Personal Journey | Chapter 1  |
| Two- NO CLASS  | 9/2 | HOLIDAY | HOLIDAY |
| Three | 9/9 | Therapeutic Relationship If you have the 5th edition look at the nuts and bolts of helping also*In class invitational skills practice* | Chapters 2 & 3 |
|  |  |  |  |
| Four | 9/16 |  Helping Someone Who is Different Invitational Skills*In class paraphrase practice: Completing psycho social conversationally* *Demo & Practice* | Chapters 12 & 3 |
|  |  |  |  |
| Five | 9/23 | Assessment and the goal settingReflecting Skills: ParaphraseDemo, Discuss, & Practice *In class paraphrase Practice* (2-1-1) | Chapter 8 Chapter 4 |
|  |  |  |  |
| Six | 9/30 | Reflection of Feelings: Demo, Discuss, & Practice *In class practice* (2-1-.30/.15),*TRAINing & processing* | Chapters 4Reflection due Friday @ 11:59 |
|  |  |  |  |
| Seven | 10/7 | Reflecting Meaning and Summarizing*In class TRAINing* | Chapter 6Reflection due Friday @ 11:59 |
|  |  |  |  |
| Eight | 10/14 | Challenging Skills, Confrontation, & Setting GoalsDemo, Discuss, Practice different ways of challenging (help me understand?), & *In class TRAINing* | Chapter 7Reflection due Friday @ 11:59 |
|  |  |  |  |
| Nine | 10/21 | Setting Goals*In class TRAINing* | Chapter 8Reflection due Friday @ 11:59 |
|  |  |  |  |
| Ten | 10/28 | Change Techniques, Part 1*Counseling Suite* | Chapter 9 |
|  |  |  |  |
| Eleven | 11/4 | Change Techniques, Part 2*Counseling Suite* | Chapter 10TRANSCRIPTION Due 11/11 @ 11:59 PM |
|  |  |  |  |
| Twelve | 11/11 | Evaluation, reflection, and Termination*Counseling Suite* |  |
|  |  |  |  |
| Thirteen | 11/18 | Evaluation, reflection, and Termination*Counseling Suite* |  |
|  |  |  |  |
|  | 11/25 | No Class- Thanksgiving  |  |
|  |  |  |  |
| Fourteen | 12/2 | *Close of Class* | Chapter 11Reflection due Friday @ 11:59 |
|  |  |  |  |

# Required Text:

Young, Mark (2017). *Learning the Art of Helping, 6 edition*, Upper Saddle River: Pearson.

(The use of the 5th edition of this textbook [Young, 2012] is acceptable

Yalom, I. D. (2012). The gift of therapy: An open letter to a new generation of therapists and their patients. New York, NY: Harper Collins Publishers.

# Scholastic Dishonesty

Students are expected to exhibit ethical conduct at all times. Plagiarism and/or copying from another’s work are considered cheating and students will receive no credit for assignments if this conduct is displayed. Further, if a student plagiarizes, Dr. Hendricks and the Counselor Education faculty will create a remediation plan for the student and the student must complete the remediation plan fully before s/he can continue in the EPCE program.

**X**. **Handicapping conditions/Religious Observances**

Any student who, because of a physical or mental challenge and/or disability may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours.  Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.  For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence.

**Bibliography (Please note that an expanded Bibliography will be provided in class)**

**Approaches to Therapy. Insight Media.**

**Brammer, L.M. (1979). *The Helping Relationship.* Englewood Cliffs, NJ: Prentice-Hall.**

**Cormier, S., & Hackney, H. (2012). *Counseling strategies and interventions.* Upper Saddle**

 **River, NJ: Pearson.**

**Evans, D. R, Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2011). *Essential interviewing: A***

 ***programmed approach to effective communication* (8th ed.). Belmont, CA: Brooks/Cole.**

**Ivy, A. Microcounseling. Insight Media.**

**Rochlen, A. B. (2007). *Applying Counseling Theories.* Upper Saddle River, NJ: Pearson.**

**Young, M. E. (2009). *Learning the art of helping: Building blocks and techniques* (4th Ed.).**

 **Columbus, OH: Merrill-Prentice Hall.**

**Reform Syllabus Supplement**

**Techniques of Counseling I**

**EPCE 5357**

**Phase 2**

**A. Conceptual Framework**

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge “Leading a Revolution in American Education.” This initiative has four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These components are interrelated.

**B. Course Phase**

The courses in the Counselor Education program are divided into three phases. A Phase 1 course is a course in which the focus is on the acquisition of knowledge and skills. Essentially Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 and Phase 3 courses. Phase 2 courses are designed to incorporate the knowledge and skills from the Phase 1 courses and assimilate them into practice in a classroom setting. Essentially Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 classes and the simulated application from Phase 2 classes and implements them in an actual counseling setting.

Counseling Internship (EPCE 5357) is a Phase 2 class. Accordingly, students in EPCE 5357 will successfully:

* Achieve proficiency in theory, simulation and practice of counseling techniques used in school and mental health counseling settings

**C. Trademark Outcomes & Distinctive Skills**

This course serves both the Community Counseling program and the School Counseling program and will contribute to students’ achievement of program goals in the following manner.

***Trademark Outcomes for Community Counseling***

The Trademark Outcomes (TOs) for the Community Counseling program are:

Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.

*Distinctive Skills*

The distinctive skills for the Community Counseling program are:

* Students will develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings.
* Students will develop and deliver treatment plans that address clients’ individual needs.
* Students will apply effective use of appropriate counseling techniques in congruence with client needs.

*Course Alignment with Skills & Outcome*

The Community Counseling program has been designed to accomplish the above three interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Using the information obtained from the Needs Assessment, students will design and implement a program at their internship site (e.g., program to reduce substance abuse, program to successfully work with clients diagnosed with depression).
* Using a treatment plan model, students will implement the treatment plan at their internship site.
* Using the techniques acquired in Phase 2 courses, students will implement techniques that address such client needs as anger management, success in relationships (couples, peer), self-concept improvement, and career indecision.

***Trademark Outcome for School Counseling***

The Trademark Outcome (TO) for the School Counseling program is: students will implement the American School Counselor Association (ASCA) National Model.

*Distinctive Skills*

The distinctive skills are:

* Students apply effective use of counseling techniques per the “Responsive Services” component of the ASCA National Model.
* Students demonstrate effective interaction skills to stakeholders in schools and disseminate information to stakeholders in schools while implementing components of the ASCA National Model.

*Course Alignment with Skills & Outcome*

The School Counseling program has been designed to accomplish the above two interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Using the ASCA National Model, students will design a program that maintains focus on student success.
* Using the ASCA National Model, students will implement a program that results in an increase in students seeking counseling services that are aimed at informing and advocating for student success.
* Using the ASCA National Model, students will implement essential therapeutic skills at their internship site.

**D. Alignment of Course Assessment with End-of-Phase Assessment**

This course’s assessment is demonstration of counseling skills used in school and mental health settings and an acceptable score on the rubrics. The above assignments are aligned with the End-of-Phase Assessment in that counseling skills are required for the t-chart skills and scope and sequence completion.

**E. Apply and Evaluation (A & E)**

The application and evaluation (A & E) for EPCE 5357 occur in the following assignment:

The activity and evaluation (A & E) for this course is the final tape for the semester.

Students are required to complete video or audio tapes of themselves conducting simulated counseling sessions where they serve as the “counselor” and a peer (from this class) serves as the “client.” All submitted tapes must be with the same classmate and will be reviewed and critiqued by the instructor (with rare exception) only. **All tapes must be clearly audible and visible to be accepted for review.** Unacceptable tapes will not be graded, must be redone within one week, and will be retained. Unacceptable tapes may be retained beyond the end of the semester at the discretion of the instructor and/or counseling faculty. See Guidelines for specific requirements.

This aligns with the MEd—Clinical Mental Health Counseling trademark outcome which states:

*Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.*

**Texas Tech University**

**College of Education/Counselor Education**

**Counseling Techniques (EPCE 5357) Evaluation**

**Phase 2/CACREP II.G.5.c.**

**Directions: This form is completed by the professor/instructor/student observer/student counselor/counselee**

Student Counselor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rater Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to help students enrolled in EPCE 5357 receive feedback about the performance as a counselor in training. This form will become a part of the student’s record for this course and may be considered in assigning grades. Please use the scale below and enter the number corresponding to your rating of each item on the far right column.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Skills** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Rating (1, 2, 3, 4, or 5)** |
| **Inquiry** | used mostly closed-ended questions; questions were leading; questions were stacked together; over-used why questions; many questions veered the focus off topic | used more closed-ended questions than open-ended; questions were mostly leading; questions were mostly stacked together; mostly why questions; more questions were off topic than on topic | used an equal number of open-ended and closed questions; used some leading questions; stacked some questions; used several why questions; some questions were off topic | used more open-ended questions than closed; few leading questions used; few stacked questions asked; few why questions asked; most questions were on topic | used mostly open-ended questions; avoided leading questions; avoided stacking questions; avoided use/over-use of why questions; questions were on topic |  |
| **Attending behavior** | rarely used minimal encouragers; lost eye contact frequently; leaned away from client; lacked animation; lacked cultural awareness and responsiveness; always avoided silences | a few minimal encouragers were used; lost eye contact much of the time; leaned away from client much of the time; was culturally insensitive much of the time; avoided silences much of the time |  often used minimal encouragers; often made eye contact; often leaned forward; often appeared animated; was often culturally sensitive; often allowed needed silences | used minimal encouragers; maintained eye contact appropriately; was appropriately animated; demonstrated multicultural sensitivity;appeared comfortable with appropriate silences | used minimal encouragers in timely and highly effective ways; maintained eye contact in a timely and effective manner; leaned forward in a timely effective manner; was effectively animated; demonstrated effective multicultural sensitivity; capitalized on silences to advance the therapy process |  |
| **Skills** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Rating (1, 2, 3, 4, or 5)** |
| **Reflection of feeling** | reflections were off target and confusing to clients; failed to deepen clients understanding of themselves and the connections among thoughts, feelings, and behaviors; no reflection of feeling was used | reflections were off target much of the time and confusing to clients; rarely deepened clients understanding of themselves and the connections among thoughts, feelings, and behaviors | reflections were often on target, often deepened exploration; and often allowed the client to make connections among their feelings, thoughts and behaviors  | reflections identified feelings in kind (anger vs. fear) and tone (neither too strong or too weak); mostly deepened clients’ awareness of their feelings; mostly deepened clients’ understanding of connection between thoughts, feelings, and behaviors | reflections accurately identified feelings in kind (anger vs. fear) and tone (neither too strong or too weak); deepened clients’ awareness of their feelings (additive); deepened clients’ understanding of connection between thoughts, feelings, and behaviors |  |
| **Summarizations** | summarizations rambled with little clarification or accuracy; served no identifiable purpose; no summarizations were used | summarizations rambled somewhat with some clarification and accuracy; mostly lacked clear purpose (beginning, end, or transition) | summarizations often identified major themes and were usually concise and comprehensive and often had clear purpose (beginning, end, or transition) | summarizations mainly included major themes while being somewhat concise; were mostly used to change focus (initiate beginning, cap ending, or create transition) | summarizations included main themes while being concise; were used to change focus (initiate beginning, cap ending, or create transition) and allowed for needed shifts in focus |  |
| **Self-disclosure** | self-disclosures were off topic, ill-timed, and digressive vs. additive; seemed contrived vs. authentic; derailed the focus from the client to the counselor | self-disclosures were mostly off topic, ill-timed, and digressive; seemed somewhat contrived; occasionally derailed the focus from the client to the counselor | self-disclosures were often relevant to the clients’ issues; rarely deflected the focus away from the client; and often strengthened the counselor-client bond | self-disclosures were for the most part relevant to the clients’ issues; were mainly shared authentically, and added to the counselor-client therapeutic alliance | self-disclosures were relevant to the clients’ issues; were shared authentically; added to the counselor-client therapeutic alliance and deepened the counseling process |  |
| **Feedback/****Immediacy** | feelings were never shared in the here and now even when it was like an elephant in the room being ignored; counselor’s responses were muted and often off topic or poorly timed | feelings were occasionally shared in the here and now; counselor’s responses were sometimes off topic or poorly timed; responses at times led to deeper exploration of unknown areas  | feelings were exchanged often in the here and now; counselor presence for and with the client was often apparent and often led to deeper exploration of unknown aspects of the client | feelings were usually exchanged in the here and now in ways that attested mostly to the counselor’s presence with the client; counselor usually led clients to explore unknown aspects of themselves | feelings were exchanged in the here and now in ways that attested to the counselor’s presence with the client; led clients to explore unknown aspects of themselves and advanced the counseling process |  |
| **Skills** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Rating (1, 2, 3, 4, or 5)** |
| **Structuring and goal setting** | goals and homework were imposed by counselor, resulting in no commitment from clients; the session lacked problem solving; goals and homework were either absent or unrealistic; focus of goals and homework were either too broad or too narrow | goals and homework were often imposed by the counselor, resulting in almost no commitments from clients; the sessions mostly lacked problem solving; goals and homework were mostly absent or unrealistic; focus of goals and homework were for the most part either too broad or too narrow | goals and homework often flowed from the counselor and often inspired commitment from clients; new ways of solving problems were often considered; homework was often neither too ambitious nor minimal; homework often reflected realistic goals | goals and homework to achieve goals flowed mostly from the client, not the counselor; problem solving and brainstorming frequently occurred throughout the session; goals and homework were for the most part realistic and balanced | goals and homework to achieve goals flowed from the client, not the counselor; problem solving and brainstorming occurred throughout the session; goals and homework were realistic and balanced (addressed thoughts, feelings, and behaviors); structuring and goal setting clearly helped the client make changes |  |
| **Interpretation** | interpretive responses were too obtuse to be understood by clients; interpretations either confused or offended clients | interpretive responses were frequently too obtuse to be understood by clients and rarely helped clients find meaningful connections in aspects of their lives | interpretative responses were often well understood and accepted and often helped clients find meaningful connections in aspects of their lives | interpretive responses mostly helped clients see the connections and meaning of aspects of their lives; interpretations were mostly sensitive to clients readiness to hear them  | interpretive responses helped clients see the connections and meaning of aspects of their lives; interpretations were sensitive to clients readiness to hear them and advanced the therapy process |  |
| **Confrontation** | confrontive responses were off target and conveyed a judgmental tone that failed to invite change; no confrontations were used when they were obviously needed | confrontive responses were mostly off target and frequently conveyed a judgmental tone that failed to invite change; confrontations were rarely used even when they were obviously needed | confrontive responses were often accurate and highlighted discrepancies; they often conveyed a nonjudgmental tone; confrontations were often used when it was obviously needed | confrontive responses almost always highlighted discrepancy in the client without conveying a judgmental tone most of the time; confrontive responses were almost always well timed, relevant and motivational | confrontive responses highlighted discrepancy in the client without conveying a judgmental tone; confrontive responses are well timed, relevant and motivational and clearly advanced the therapy process |  |
| **Skills** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Rating (1, 2, 3, 4, or 5)** |
| **Reframing** | reframed responses were not viewed as plausible by clients and therefore failed to deepen understanding or change; no reframing was used when it was obviously needed | reframed responses were often viewed by the clients as not plausible and therefore frequently failed to deepen understanding or change; mostly reframing was not used when it was obviously needed | reframed responses often shed new light on issues that encouraged deeper self-understanding for change; reframing was often used when it was obviously needed | reframing responses almost always shed new light on issues in ways that encouraged deeper exploration and change | reframed responses shed new light on issues in ways that encouraged deeper exploration and change |  |
| **Specific interventions, e.g., guided imagery, systematic desensitization** | specific interventions were absent in spite of opportunities for such; all interventions used appeared unhelpful to the client | specific interventions were for the most part absent in spite of opportunities for such; most of the interventions used appeared unhelpful to the client | opportunities for specific interventions were often evident, reflecting a basic knowledge of best practices due to accurate diagnosis | specific interventions were almost always implemented that mostly reflected best practices for correctly assessed problems | specific interventions were implemented that reflected best practices for correctly assessed problems |  |
| **Information giving** | information giving was absent in spite of the need for such | information was rarely given in spite of the need for such | information was often given and was often relevant, well received, and helpful | information was almost always given in ways that was relevant, palatable, and useful | information was given in ways that was relevant, palatable, and useful |  |
| **Total column pts** |  |  |  |  |  |  |
| **Mean rating** |  |  |  |  |  |  |

Comments:

Cite Multicultural Counseling Competencies

TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](https://mail.ttu.edu/owa/redir.aspx?C=RNPOuZlmAgeY0FhXl4c0uzGP3mgiijrnmNYw7EbCeYCdtXtMJdDTCA..&URL=https%3a%2f%2fmail.ttu.edu%2fowa%2fredir.aspx%3fREF%3dTDnyezHrHlu1DNW3n3slbLOqQtLDtKgJ3v1I3NgO6KrxaOuNHz3TCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw..) are not tolerated by the University. Report any incidents to the *Office for Student Rights & Resolution*, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](https://mail.ttu.edu/owa/redir.aspx?C=EKlZkgERLYua7AZM6RwbzL6Iyy4g42utSrVLFJc451GdtXtMJdDTCA..&URL=https%3a%2f%2fmail.ttu.edu%2fowa%2fredir.aspx%3fREF%3dTMlWTyd6as_1iI_0H5FLTz_Tacxr_ytIAYxWLxEEyOLxaOuNHz3TCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,** 806-742-3674, [https://www.depts.ttu.edu/scc/](https://mail.ttu.edu/owa/redir.aspx?C=_8qJS0KN92-a-JTWwk7aZWOCdpFY3Y_LA5zVc5rp0xmdtXtMJdDTCA..&URL=https%3a%2f%2fmail.ttu.edu%2fowa%2fredir.aspx%3fREF%3d5gFmwn20cg0WpRjuzh2XhzWDxz7cumguCavnkO3YwwjxaOuNHz3TCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8.) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,806-742-5555, *(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](https://mail.ttu.edu/owa/redir.aspx?C=oZtVZFE5QqcHQLqDKbXWx60OivqFhg6WzfF-tjHI8dOdtXtMJdDTCA..&URL=https%3a%2f%2fmail.ttu.edu%2fowa%2fredir.aspx%3fREF%3d1uM4ndet18SPRjjIp5A6_3NleY5utzJnGJQofjxBV93xaOuNHz3TCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8.) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](https://mail.ttu.edu/owa/redir.aspx?C=KGsK1f5_srQ7_s1aOSDHT2JeJQ62-TJKOkkCnxYUKyidtXtMJdDTCA..&URL=https%3a%2f%2fmail.ttu.edu%2fowa%2fredir.aspx%3fREF%3dMVDdWy7eTuVCRcyvK7oAo5m4RdChfQJJLRJAKCHbI9HxaOuNHz3TCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](https://mail.ttu.edu/owa/redir.aspx?C=3Sb1oXwKj1ZQjWjZjjRtXpcQrAJ5Snb53dSt3yStnpydtXtMJdDTCA..&URL=https%3a%2f%2fmail.ttu.edu%2fowa%2fredir.aspx%3fREF%3dKWYBL2BDUkHcPK_WY77UERDu3ue1h3IPLo_tp-TiyuzxaOuNHz3TCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8.) *(To report criminal activity that occurs on or near Texas Tech campus*.)