

**EPCE 5357 - Techniques of Counseling**

**3 Credit Hours**

**Fall, 2020**

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**Office Hours:** Tues, Wed, 3:00-5:30 [Via Zoom](https://zoom.us/j/97270975502?pwd=RlZKSXozZ09rWDV3QzRGTVhWSHR2dz09) – and by appointment

*Meeting ID:* 972 7097 5502 *Passcode:* 301934

**Meeting Time/Place:**

*Synchronous Session:*Wed 6:00-8:00pm – [Via Zoom](https://zoom.us/j/98301779253?pwd=SFc2bmltNmZpc3BsNlY3WnRjMHJIZz09) *recorded*

*Asynchronous materials:*[Blackboard](https://www.depts.ttu.edu/lms/)

Materials:

Young, Mark (2017). *Learning the Art of Helping, 7th edition*, Upper Saddle River: Pearson.

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.

1. **Course Goals**:

* 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's%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 considers 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.

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: Clinical Mental Health Counseling 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)**

* **Identify, analyze, and integrate counseling skills in both school and mental health settings**
* **Role play micro-counseling skills in class**
* **Conceptualize counseling skills**
* **Deliver presentations on specific topics related to counseling skills**

# 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.

# 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 proactive and 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 clinical mental health 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, individual and group assignments, participation in role playing, and student generated professional presentations. Students are evaluated through examinations, written papers, participation, presentations, and on personal dispositions required for a professional counselor.

# Course Objectives/Learning Outcomes and Assessments

|  |  |
| --- | --- |
| Course Objectives/Learning Outcomes | **Assessments** |
| Counseling Characteristics and Behaviors that influence the counseling process  (CACREP II.F.5.f) | Students will conduct mock sessions where they display their acquisition of counseling skills. 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 Scale  Rubric for presentations/CACREP standard: Presentation Rating Scale |
| Demonstrate ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.  (CACREP V.C.3.b) | 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 |
| Counseling characteristics and behaviors that influence the counseling processes  (CACREP II.F.5.f) | 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 establishing and maintaining in-person and technology-assisted relationships  (CACREP II.F.5.d.) | Students will demonstrate their acquisition of strategies that establish and maintain both in-person and technology assisted relationships by conducting mock session/roleplays in-person and via HIPPA compliant video conferencing software (i.e. Zoom) CACREP rubric: Counseling Rating Scale |
| Conduct intake interviews, mental status evaluations, biopsychosocial history, mental health history, and psychological assessments for treatment planning and caseload management  (CACREP II.F.8.a.) | Students will demonstrate evidence of use and application of initial and subsequent session practices as evidenced by their numerous mock sessions, roleplays, and live skills practices. CACREP rubric: Counseling 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 in Synchronous Courses:** This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. However, this is a synchronous course, meaning that you will still need to be available at specific dates and times. You will participate in the course using **Zoom** and **BlackBoard**. Zoom will be used for our synchronous meetings and BlackBoard will be used to turn in all assignments and will contain all of the course information (e.g. Syllabus, assignments, gradebook).
2. **Absences:** Students are allowed **one** 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, that are not medically excused, 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 and expectations**: 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 asked to leave the live discussion forum and receive a 0 for participation and professionalism for that class discussion.
   * + 1. **Cameras are ON unless otherwise instructed**
       2. **You are in a relatively secure and confidential location while in class and NOT in a public space like a coffee shop, restaurant, or other non-confidential setting**
       3. **Your background, whether live or computer generated, is appropriate and professional.**
       4. **You are logged in for the entire class time unless otherwise instructed**
4. Texas Tech University’s policies require me, as a faculty member, to share information about incidents of sex-based discrimination and harassment (discrimination, harassment, sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation) with TTU’s Title IX coordinator or deputy coordinators, regardless of whether the incidents are stated to me in person or shared by students as part of their coursework. For more information regarding the University's policies and procedures for responding to reports of sexual or gender-based harassment or misconduct, please visit TTU’s Title IV office website: <http://www.depts.ttu.edu/titleix/>

**Grading**

One paper based on your presentation is due on the week of May 1. The paper is 5 minimum pages in length and written in APA style. The paper, as well as your presentation, is to address a topic of your choice as it relates to counseling techniques. See attached rubrics.

Presentation will be given individually for 20-30 minutes as scheduled. The presentations will be spread across the semester. Selection of your date will occur the first night of class.

Students will conduct a 20-minute role-played counseling session that will be rated on a counseling rating scale. See attached rubric. We will practice each week in class. Ten minutes will be set aside for feedback. Four exams over text/s will be administered, as scheduled.

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. 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.

***Nature of Activity Points***

Role-played counseling sessions 200 = 10

Topic Paper - email me topics 100 = 5

Socratic Seminar – gift of therapy 100 = 5

Total **400 = 20**

Grades

A = 360-400; B = 320-359; C = 280-319; F < 280

**The mean rating on each rubric associated with activities listed above must equal a 3 or higher to be passing. Ratings below a mean of 3 will result in a plan of remediation with the input of the whole faculty. The rubric was created to gauge your skills in counseling. You will not be able to move on to the next clinical course without an average score of 3 or higher.**

**Point conversion to 5-point scale**

**291-300 = 5.0**

**281-290 = 4.8**

**271-280 = 4.2**

**261-270 = 3.8**

**251-260 = 3.4**

**240-250 = 3.0**

**CACREP STANDARDS**

**C. CLINICAL MENTAL HEALTH COUNSELING**

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

a. history and development of clinical mental health counseling

b. theories and models related to clinical mental health counseling

c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

a. roles and settings of clinical mental health counselors

b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

c. 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

d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the International Classification of Diseases (ICD)

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

f. impact of crisis and trauma on individuals with mental health diagnoses

g. impact of biological and neurological mechanisms on mental health

h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

i. legislation and government policy relevant to clinical mental health counseling

j. cultural factors relevant to clinical mental health counseling

k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

l. legal and ethical considerations specific to clinical mental health counseling

m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and

psychological assessment for treatment planning and caseload management

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

c. strategies for interfacing with the legal system regarding court-referred clients

d. strategies for interfacing with integrated behavioral health care professionals

e. strategies to advocate for persons with mental health issues

**G. SCHOOL COUNSELING**

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

a. history and development of school counseling

b. models of school counseling programs

c. models of P-12 comprehensive career development

d. models of school-based collaboration and consultation

e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

c. school counselor roles in relation to college and career readiness

d. school counselor roles in school leadership and multidisciplinary teams

e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

f. competencies to advocate for school counseling roles

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

h. common medications that affect learning, behavior, and mood in children and adolescents

i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

j. qualities and styles of effective leadership in schools

k. community resources and referral sources

l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling

m. legislation and government policy relevant to school counseling

n. legal and ethical considerations specific to school counseling

3. PRACTICE

a. development of school counseling program mission statements and objectives

b. design and evaluation of school counseling programs

c. core curriculum design, lesson plan development, classroom management strategies, and

differentiated instructional strategies

d. interventions to promote academic development

e. use of developmentally appropriate career counseling interventions and assessments

f. techniques of personal/social counseling in school settings

g. strategies to facilitate school and postsecondary transitions

h. skills to critically examine the connections between social, familial, emotional, and behavior

problems and academic achievement

i. approaches to increase promotion and graduation rates

j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access

l. techniques to foster collaboration and teamwork within schools

m. strategies for implementing and coordinating peer intervention programs

n. use of accountability data to inform decision making

o. use of data to advocate for programs and students

# Content Outline:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Week*** | ***Start*** | ***End*** | *Group* | ***Group Online*** | **Due** |
| 1 | 24-Aug | 30-Aug | Introduction to Course | X |  |
| 2 | 31-Aug | 6-Sep | Ch. 1, 2, 3 | X | Reading |
| 3 | 7-Sep | 13-Sep |  |  |  |
| 4 | 14-Sep | 20-Sep | Ch. 4, 5, 6 | X | Reading |
| 5 | 21-Sep | 27-Sep |  |  |  |
| 6 | 28-Sep | 4-Oct | Ch. 7, 8 | X | Reading |
| 7 | 5-Oct | 11-Oct |  |  |  |
| 8 | 12-Oct | 18-Oct | Ch. 9, 10 | X | Reading |
| 9 | 19-Oct | 25-Oct |  |  |  |
| 10 | 26-Oct | 1-Nov | Ch. 11, 12, 13 | X | Reading |
| 11 | 2-Nov | 8-Nov |  |  |  |
| 12 | 9-Nov | 15-Nov | Ch. 14, 15 | X | Group Paper |
| 13 | 16-Nov | 22-Nov |  |  |  |
| 14 | 23-Nov | 29-Nov | Ch. 16, 17 | X | Reflections on Group Facilitation - Peer evaluation |
| 15 | 30-Nov | 6-Dec |  |  | Socratic Seminar |
| 16 | 7-Dec | 13-Dec |  | X | Group Exams |

**X. 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 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. For other absences, it is the responsibility of the student to inform the instructor before the absence, if possible. The student must provide proof of illness or emergency (doctor’s excuse, photo of flat tire, etc.).
3. Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. 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.

**X. Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

**XI. Handicapping Conditions**

Any student who, because of a 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.

**XII. Religious Observations**

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. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

**XVI. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

COURSE RUBRICS

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Papers

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Integration of Knowledge** | The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways | The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways | The paper incorporated knowledge from the literature in relevant and meaningful ways | The paper effectively incorporated knowledge from the literature in relevant and meaningful ways | The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways |  |
| **Organization and Presentation** | The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow |  |
| **Focus** | The paper’s topic lacked focus and a clear direction | The paper’s topic had occasional focus, direction, and purpose | The paper’s topic had focus and clarity of direction and purpose | The paper’s topic had effective focus and clarity of direction and purpose | The paper’s topic had very effective focus and clarity of direction and purpose |  |
| **Level of Coverage** | The paper lacked depth, elaboration, and relevant material | The paper occasionally included depth, elaboration, and relevant material | The paper included depth, elaboration, and relevant material | The paper effectively included depth, elaboration, and relevant material | The paper very effectively included depth, elaboration, and relevant material |  |
| **Grammar/Spelling** | The paper contained numerous errors of grammar and spelling | The paper contained some errors of grammar and spelling | The paper contained very few errors of grammar and spelling | The paper contained only one or two errors of grammar and spelling | The paper contained no errors of grammar and spelling |  |
| **References and Sources** | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites |  |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **APA Style** | The paper did not use APA style | The paper was partly based on APA style | The paper was mostly based on APA style | The paper was based on APA style with only a few exceptions | The paper was completely and accurately based on APA style |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Comments

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Projects

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic of Project:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Relevance** | The project was not relevant to the course | The project was somewhat relevant to the course | The project was relevant to the course | The project was quite relevant to the course | The project was very relevant to the course |  |
| **Originality** | The project lacked originality/creativity | The project was somewhat original/creative | The project was original/creative | The project was quite original/creative | The project was very original/creative |  |
| **Depth** | The project lacked complexity and depth | The project somewhat featured complexity and depth | The project featured complexity and depth | The project featured considerable complexity and depth | The project featured complexity and depth at an outstanding level |  |
| **Conceptualization** | The project was not well conceived | The project was somewhat well conceived | The project was well conceived | The project was quite well conceived | The project was very well conceived |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Oral Presentations

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of Presentation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Organization** | The presentation lacked organization | The presentation was somewhat organized | The presentation was organized for the most part | The presentation was well organized | The presentation was very well organized with clear transitions |  |
| **Timing** | The presentation lacked timing, resulting in poor coverage toward the end | The presentation somewhat lacked a logical allocation of time to given topics | The presentation allotted equal time to topics | The presentation allotted time in a thoughtful way, depending on the topic | The presentation allocated time artfully wherein basic to more complex topics were addressed seamlessly |  |
| **Documentation** | The presentation lacked facts, research, evidence, and sources | The presentation included sparse facts, research, evidence, and resources | The presentation offered facts, research, evidence, and resources | The presentation provided relevant facts, research, evidence, and resources | The presentation provided very relevant and current facts, research, evidence, and resources |  |
| **Content** | The presentation included irrelevant and unrelated content | The presentation focused on content that was somewhat relevant and coherent | The presentation focused on relevant and coherent content based in adequate preparation | The presentation contained very relevant and coherent content that reflected good preparation | The presentation was exceptionally conceived wherein topics were highly relevant and coherent and clearly reflected extensive preparation |  |
| **Team Work** | The team appeared to lack an effective distribution of responsibilities | The team demonstrated evidence of some distribution of responsibilities | The team showed evidence of an effective distribution of responsibilities | The team showed evidence that responsibilities were thoughtfully distributed according to skills and interests | The team showed evidence of a synergistic assignments of responsibilities that made the presentation very effective |  |
| **Presentation Delivery** | The presenters lacked effective use of voice volume, tone, animation, grammar, and pronunciation | The presenters use of voice volume, tone, animation, grammar, and pronunciation was somewhat effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was quite effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was very effective |  |
| **Audience Engagement** | The presentation failed to establish and maintain audience interest and attention | The presentation somewhat established and maintained audience interest and attention | The presentation established and maintained audience interest and attention | The presentation effectively established and maintained audience interest and attention | The presentation very effectively established and maintained audience interest and attention |  |
| **Use of audio-visual aides** | The presentation failed to employ visuals or technology | The presentation used visuals such as a PowerPoint but it lacked appropriate formatting | The presentation employed varied types of visuals with appropriate formatting | The presentation employed quite effective use of varied types of visuals with appropriate formatting | The presentation employed very effective use of varied types of visuals with appropriate formatting |  |
| **Responsiveness to audience** | Presenters failed to address questions from the audience | Presenters responded to questions in ways that were somewhat irrelevant and unhelpful | Presenters responded to questions in ways that were relevant and helpful | Presenters responded to questions in ways that were quite effective, helpful, and enlightening | Presenters responded to questions in ways that were very effective, helpful, and enlightening |  |
| **Presenters’ Demeanor** | Presenters lacked animation, eye contact with the audience, poise, and professionalism | Presenters somewhat conveyed animation, eye contact with the audience, poise, and professionalism | Presenters conveyed animation, eye contact with the audience, poise, and professionalism | Presenters effectively conveyed animation, eye contact with the audience, poise, and professionalism | Presenters very effectively conveyed animation, eye contact with the audience, poise, and professionalism |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Comments:

**Circle of feelings**

**Texas Tech University**

**College of Education/Counselor Education**

**Rubric to Rate Professionalism and Class Citizenship**

**Student Name: Class: Date: Instructor:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subskill** | **Unacceptable**  **1** | **Poor**  **2** | **Fair/Adequate**  **3** | **Good**  **4** | **Excellent**  **5** | **Score** |
| **Attendance** | Often misses class | Occasionally misses class | Attends almost all classes | Rarely misses class | Never misses class |  |
| **Punctuality** | Usually late to class | Often late to class | Occasionally slightly late to class | Rarely late to class | Never late to class |  |
| **Preparedness** | Usually ill- prepared for class, e.g., failure to read text | Often is ill- prepared for class, e.g., failure to read text | Usually comes to class prepared | Almost always comes to class well prepared | Always comes to class very well prepared |  |
| **Engagement** | Rarely contributes to class discussions | Often fails to contribute to class discussions | Usually contributes to class discussions | Almost always makes valuable contributions to class discussions | Always makes very valuable contributions to class discussions |  |
| **Attentiveness** | Usually distracted by emails, texts, Facebook, calls, etc. | Often distracted by emails, texts, Facebook, calls, etc. | Usually focused and free of distractions from emails, texts, Facebook, calls, etc. | Almost always focused and free of distractions from emails, texts, Facebook, calls, etc. | Always focused and free of distractions from emails, texts, Facebook, calls, etc. |  |
| **Respectful** | Usually ignores or disrupts speaker | Often ignores or disrupts speaker | Usually listens to speaker | Almost always listens responsively to speaker | Always listens very responsively to speaker |  |
| **Teamwork** | Usually avoids accepting work on the team | Often avoids accepting duties on a team | Usually accepts duties and responsibilities on a team effort | Almost always accepts and takes initiative to complete team tasks | Always assumes a leadership role on a team by not only contributing to the team’s mutual task but also by going beyond assigned responsibilities |  |
| **Non-defensiveness** | Usually responds to feedback defensively | Often responds to feedback somewhat defensively | Usually responds to feedback non-defensively | Almost always responds to feedback productively | Always utilizes feedback in productive and positive ways |  |
| **Morale** | Usually creates negative morale by being negative and recalcitrant | Often creates negative moral by being negative and recalcitrant | Usually achieves a balance of being cooperative while being proactive and having the courage of one’s convictions | Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class | Always conveys cooperation while also asserting proactive leadership that enhances the class |  |
| **Decorum/Presentation/**  **Presence/Attire** | Usually inappropriate for class/site context | Often inappropriate for class/site context | Usually appropriate for class context | Almost always appropriate for class context | Always appropriate for class context |  |
| **Appropriate Language** | Usually uses language that is racist, sexist, heterosexist, or not person-centered to describe individuals even after correction | Often uses language that is racist, sexist, heterosexist, or not person-centered to describe individuals | Usually uses appropriate language | Almost always appropriate for class context | Always appropriate for class context |  |
| **Mean Rating Total/11** |  |  |  |  |  |  |

**Texas Tech University - College of Education/Counselor Education**

**Counseling Techniques (EPCE 5357) Evaluation Phase 2**

Student Counselor 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Skills** | **Beginning 1** | **Basic 2** | **Proficient 3** | **Advanced 4** | **Exceptional 5** | **Rating** |
| **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 |  |
| **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 |  |
| **Summarization** | 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 |  |
| **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 |  |
| **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 |  |
| Comments: | | | | | | |

**Texas Tech University**

**College of Education/Counselor Education**

**Rubric to Rate Professionalism and Class Citizenship**

**Student Name: Class: Date: Instructor:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | **Unacceptable**  **1** | **Poor**  **2** | **Fair/Adequate**  **3** | **Good**  **4** | **Excellent**  **5** | **Score** |
| **Attendance** | Often misses class | Occasionally misses class | Attends almost all classes | Rarely misses class | Never misses class |  |
| **Punctuality** | Usually late to class | Often late to class | Occasionally slightly late to class | Rarely late to class | Never late to class |  |
| **Preparedness** | Usually ill- prepared for class, e.g., failure to read text | Often is ill- prepared for class, e.g., failure to read text | Usually comes to class prepared | Almost always comes to class well prepared | Always comes to class very well prepared |  |
| **Engagement** | Rarely contributes to class discussions | Often fails to contribute to class discussions | Usually contributes to class discussions | Almost always makes valuable contributions to class discussions | Always makes very valuable contributions to class discussions |  |
| **Attentiveness** | Usually distracted by emails, texts, Facebook, calls, etc. | Often distracted by emails, texts, Facebook, calls, etc. | Usually focused and free of distractions from emails, texts, Facebook, calls, etc. | Almost always focused and free of distractions from emails, texts, Facebook, calls, etc. | Always focused and free of distractions from emails, texts, Facebook, calls, etc. |  |
| **Respectful** | Usually ignores or disrupts speaker | Often ignores or disrupts speaker | Usually listens to speaker | Almost always listens responsively to speaker | Always listens very responsively to speaker |  |
| **Teamwork** | Usually avoids accepting work on the team | Often avoids accepting duties on a team | Usually accepts duties and responsibilities on a team effort | Almost always accepts and takes initiative to complete team tasks | Always assumes a leadership role on a team by not only contributing to the team’s mutual task but also by going beyond assigned responsibilities |  |
| **Non-defensiveness** | Usually responds to feedback defensively | Often responds to feedback somewhat defensively | Usually responds to feedback non-defensively | Almost always responds to feedback productively | Always utilizes feedback in productive and positive ways |  |
| **Morale** | Usually creates negative morale by being negative and recalcitrant | Often creates negative moral by being negative and recalcitrant | Usually achieves a balance of being cooperative while being proactive and having the courage of one’s convictions | Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class | Always conveys cooperation while also asserting proactive leadership that enhances the class |  |
| **Decorum/Presentation/**  **Presence/Attire** | Usually inappropriate for class/site context | Often inappropriate for class/site context | Usually appropriate for class context | Almost always appropriate for class context | Always appropriate for class context |  |
| **Appropriate Language** | Usually uses language that is racist, sexist, heterosexist, or not person-centered to describe individuals even after correction | Often uses language that is racist, sexist, heterosexist, or not person-centered to describe individuals | Usually uses appropriate language | Almost always appropriate for class context | Always appropriate for class context |  |
| **Mean Rating Total/11** |  |  |  |  |  |  |

**Texas Tech University**

**Counselor Education**

**Rubric to Rate Dispositions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subskill** | **Unacceptable**  **1** | **Poor**  **2** | **Fair/Adequate**  **3** | **Good**  **4** | **Excellent**  **5** | **Score** |
| **Attendance and Punctuality** | Often misses class and is usually late | Occasionally misses class and/or is often late to class | Attends almost all classes and/or is sometimes late to class | Rarely misses class and is rarely late to class | Never misses class and is never late to class |  |
| **Preparedness** | Usually ill- prepared for class, (e.g., failure to read text) | Often is ill- prepared for class, (e.g., failure to read text) | Usually comes to class prepared | Almost always comes to class well prepared | Always comes to class very well prepared |  |
| **Engagement** | Rarely contributes to class discussions | Often fails to contribute to class discussions | Usually contributes to class discussions | Almost always makes valuable contributions to class discussions | Always makes very valuable contributions to class discussions |  |
| **Attentiveness** | Usually distracted by emails, texts, Facebook, calls, etc. | Often distracted by emails, texts, Facebook, calls, etc. | Usually focused and free of distractions from emails, texts, Facebook, calls, etc. | Almost always focused and free of distractions from emails, texts, Facebook, calls, etc. | Always focused and free of distractions from emails, texts, Facebook, calls, etc. |  |
| **Respectful** | Usually ignores or disrupts speaker | Often ignores or disrupts speaker | Usually listens to speaker | Almost always listens responsively to speaker | Always listens very responsively to speaker |  |
| **Teamwork** | Usually avoids or manipulates to find ways to escape working on the team | Often avoids or manipulates to find ways to escape accepting duties on the team | Usually accepts duties and responsibilities and participates in the team effort | Almost always assumes responsibility and displays initiative in completing team tasks. | Always assumes a leadership role on a team by not only contributing to the team’s mutual tasks but also by exceeding assigned responsibilities |  |
| **Non-defensiveness** | Usually responds to feedback defensively | Often responds to feedback somewhat defensively | Usually responds to feedback non-defensively | Almost always responds to feedback productively | Always utilizes feedback in productive and positive ways |  |
| **Morale** | Usually creates negative morale by being negative and recalcitrant | Often creates negative moral by being negative and recalcitrant | Usually achieves a balance of being cooperative while being proactive and having the courage of one’s convictions | Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class | Always conveys cooperation while also asserting proactive leadership that enhances the class |  |
| **Decorum/ Presentation/ Presence/Attire** | Usually inappropriate for class context | Often inappropriate for class context | Usually appropriate for class context | Almost always appropriate for class context | Always appropriate for class context |  |
| **Professional Behaviors** | Usually demonstrates inappropriate behaviors in and outside of TTU (e.g., excessive drinking to the point of danger to self or others; swearing) | Often demonstrates inappropriate behaviors in and outside of TTU  (e.g., excessive drinking to the point of danger to self or others; swearing) | Usually demonstrates appropriate behaviors in and outside of TTU | Almost always demonstrates appropriate behaviors in and outside of TTU | Always demonstrates appropriate behaviors in and outside of TTU |  |
| **Boundary Issues** | Usually both ignores and crosses boundaries | Often both ignores and crosses boundaries | Usually has appropriate boundaries | Almost always has appropriate boundaries | Always has appropriate boundaries |  |
| **Professional Identity as a Counselor** | Usually does not identify as a professional counselor, does not attend counseling conferences, is not a member of ACA, its divisions, or branches | Often does not identify as a professional counselor, does not attend counseling conferences, is a member of ACA, its divisions, or branches | Usually identifies as a professional counselor, attends some counseling conferences, and is a member of ACA, its divisions, or branches | Almost always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA and its divisions, and branches | Always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA, its divisions, and branches |  |
| **Mean Total** |  |  |  |  |  |  |

**Comments:**