**Techniques of Counseling II**

**EPCE 5374**

**Phase 2**

**3.0 Credit Hours**

**Spring 2018**

**Instructor Name:** Ian Lértora, PhD

**Office Address:** 209 Education Building

**Office Phone:** 806-834-8049

**Email Address:** ian.lertora@ttu.edu

**Office Hours: Tuesday 5:30pm-6pm; 9pm-10pm**

**Class Meeting/Room:** Tuesday 6-8:50pm

1. **Course Goals**

Upon completion of this course, students will achieve the following goals:

* Demonstrate an understanding of and ability to use interpersonal skills (verbal and non-verbal), techniques, and personal counselor traits required within effective counseling relationships.
* Demonstrate an ability to facilitate the client's exploration, understanding and action in relation to a significant problem situation through the practical application of counseling skills in a counselor-counselee relationship.
* Better understand and explain how and why they "fit" into a counseling career by developing a framework for understanding and practicing counseling.
* Understand and demonstrate essential interviewing skills for establishing and maintaining a constructive interpersonal relationship with a client.
* Identify and obtain the kind of background information necessary to assist a client to clarify and address a presenting problem with an appropriate theory to be used in helping the client to develop a plan of action.
* Identify steps required to help a client define her/his problems and to formulate behavioral changes in relation to these problems.
* Understand and apply commonly used individual and technological strategies in helping clients make changes in their life situations.
* Develop concrete and measurable goals for individual clients and formulate systematic plans for achieving the goals.
* Clarify and explain their roles as professional counselors and the relationship that role has to their other roles in life as well as the ethical and legal considerations that go along with this role.
* Identify their strengths, limitations, needs and values as professional counselors in order to maintain distinct professional boundaries with clients in a therapeutic way.

**II. Conceptual Framework**

The conceptual framework for this course is captured by the College of Education theme “Leading a Revolution in American Education”. This framework encompasses the college’s nine initiatives for change as follows:

1. NCATE Transformation
The conceptual framework for this course is captured by the College of Education theme “Leading a Revolution in American Education”. This framework encompasses the college’s nine initiatives for change.

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.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.
1. Trademark Outcomes

The Trademark Outcomes for Clinical Mental Health Counseling and School Counseling are:

* **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 – Clinical Mental Health 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.**

Distinctive Assessment(s) for EPCE 5374 is:

* Students will be able to understand and identify advanced counseling techniques they have learned in Techniques I. In addition, students will be able to apply these techniques and theoretical constructs to case conceptualization.
* These techniques and case conceptualizations will be demonstrated in simulated counseling tapes and treatment plans.
1. Incorporation of Apply and Evaluate (A&E) activities

This course, EPCE 5374, is a Phase 2 course. A phase 2 course is a course in which students take what was learned in Phase 1 courses (by didactic lecture and discussion) and apply in practice role-play sessions. The role play sessions help prepare students for Phase 3 practicum and internship courses at counseling sites.

1. Counselor Education Technology Competencies

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.

3 Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

6 Be able to use email.

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 integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific standards for this course are listed as follows:

2.F.5.a Theories and models of counseling.

2.F.5.b A systems approach to conceptualizing clients.

2.F.5.c Theories, models, and strategies for understanding and practicing consultation.

2.F.5.d Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

2.F.5.e The impact of technology on the counseling process.

2.F.5.f Counselor characteristics and behaviors that influence the counseling process.

2.F.5.g Essential interviewing, counseling, and case conceptualization skills.

2.F.5.h Developmentally relevant counseling treatment or intervention plans.

2.F.5.i Development of measurable outcomes for clients.

2.F.5.j Evidence-based counseling strategies and techniques for prevention and intervention.

2.F.5.k Strategies to promote client understanding of and access to a variety of community-based resources.

2.F.5.l Suicide prevention models and strategies.

2.F.5.m Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.

2.F.5.n Processes for aiding students in developing a personal model of counseling.

5.C.1.b Theories and models related to clinical mental health counseling.

5.C.2.b Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

5.C.2.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).

5.C.2.j Cultural factors relevant to clinical mental health counseling.

5.C.2.l Legal and ethical considerations specific to clinical mental health counseling.

5.C.3.b Techniques and interventions for prevention and treatment of a broad range of mental health issues.

**III. Course Purpose**

This course is designed to provide graduate students in Counselor Education with an orientation to the interpersonal processes involved in counseling. An examination of the therapeutic qualities, decision‑making capabilities, and the elements necessary to become an effective counselor will be discussed and practiced. This course is experiential in nature and the application of counseling techniques will be practiced, under the instructor’s supervision, by students with one another.

**IV. Course Description**

1. Description from catalog

An overview of the interpersonal processes involved in counseling including an examination of therapeutic qualities, decision making capabilities, and the elements necessary for effective counseling.

1. Prerequisites

Admission to the Counselor Education program and EPCE 5353 (Introduction to Clinical Mental Health Counseling), EPCE 5364 (Theories of Counseling), and EPCE 5357 (Techniques of Counseling I).

1. Methods of Instruction

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

**V. Course Objectives/Learning Outcomes/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 ScaleRubric 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  |
|  |  |

**VI. Course Requirements/Evaluation**

**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.**

**Participation = 200 Points**

This 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 laptop is not allowed. **Any student observed violating this policy will have 5 points deducted from Professionalism for each instance.**

**Reading the material assigned prior to class is also expected as you all are developing professional behaviors that are congruent with the profession of counseling.**

***Skill Development and Role Play in Class***

During class, students will practice basic listening and interviewing skills. A variety of methods will be used to practice these skills, including video/audio tapes, observation of mock clinical sessions and role plays. NO NOTES WILL BE TAKEN DURING SESSIONS.

Skills training/practicing will be done frequently during class. They will be generally done in triads where each person will have the opportunity to role play the counselor (CO), client (CL), and observer (O). Being that we are all counselors or Counselors-in-training we need to bring REAL content to these “sessions” while being mindful not to bring any issue to class that is too heavy for the level of training you all are at right now (i.e. past sexual abuse, gender identity issues etc.). The Observer will complete an Observation Form (Appendix C) on each role play. These comments will be given to the CO for reflection and personal growth and will provide an opportunity for student to learn to give appropriate feedback. The CO will also fill out a self-evaluation form for each session. These forms will not be graded, but will be turned in for review by the instructor. Adherence to this section of the syllabus will factor into your professionalism/participation grade.

***Counseling Suite***

During weeks 3-5 and weeks 11-13 of this course, we will begin class in the counseling suite located in room 207 in the College of Education. **PLEASE MAKE SURE TO ARRIVE PROMPTLY AT 6:00 SO THAT CLASS CAN BEGIN IMMEDIATELY, AS MAXIMIZING OUR TIME IN THE COUNSELING SUITE IS CRITICAL. PLEASE NOTE THAT TARDINESS ON THESE DAYS ARE NOT ACCEPTABLE AND WILL SIGNIFICANTLY IMPACT YOUR PROFESSIONALISM GRADE.**

The structure of the counseling suite is as follows: class will begin at exactly 6:00. You will work in triads interchanging the role of counselor, client, and observer in order to conduct sessions. Each session will last approximately 30 minutes. After the session is done, you may take a break that lasts no more than 10 minutes before switching roles. Please note that when you switch roles, the transition should consist of Counselor  Client  Observer  Counselor. Therefore, the person who was just the client does not go immediately into the counselor’s chair. On days where this is unavoidable (i.e., if a member of your group is absent), please take a longer break (approximately 15 – 20 minutes) before switching roles to allow the client enough time to process the session before becoming the counselor. Once all members of triad have completed their sessions, class will resume in our usual classroom for group supervision. You will be placed in one of three groups for supervision. During weeks 5 and 11, group A will be given the chance to discuss their cases, while the rest of the class listens and provides feedback. Likewise, during weeks 6 and 12, group B will be given the opportunity to discuss their cases and receive similar feedback. Finally, weeks 7 and 13, group C will be allotted the opportunity to do the same.

Rubric for Professionalism/Participation/Skill Dev & Roleplay-

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

***Reflections = 10 points***

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 points = 50 points**

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

Over the semester, you will do three simulated counseling sessions as the Counselor with one “taping partner” as the Client. These tapes should be a minimum of 30 minutes. Out of these 30 minutes, 10 continuous minutes must be transcribed. 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.

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

**10 points- transcribing utterance-for-utterance and time stamping the**

**beginning**

**30 points- identification of skills used**

**20 points- Evidence of skills used (i.e. are you using counseling skills)**

**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 X 2 transcriptions = 200 points**

***Treatment Planning and Case Conceptualization = 25 pts***

As part of your treatment plan you will write up a treatment plan and case conceptualization for your client. For your treatment plan, a minimum of 2 well-articulated treatment goals are required. You can find a copy of the treatment plan attached to this assignment on blackboard. PLEASE DO NOT USE THE NAME OF YOUR CLIENT. DOING SO WILL RESULT IN A REDUCTION OF YOUR PROFESSIONALISM GRADE. You will also write up a 1-2 page case conceptualization of the client. In this case conceptualization, you will discuss your client’s presenting issues, possible interventions you would use, and treatment goals using the language of your theoretical orientation. Please mention which theory you are using in the case conceptualization. **25 points**

**25 points X 2 = 50 points**

***Transcription Forms = 25 points***

These forms can be found on blackboard in the section called transcription assignments. Answer the questions and fill out the information on the form. Write your responses at a graduate level. DO NOT PUT THE NAME OF YOUR CLIENT ON THE SHEET. DOING SO WILL RESULT IN A REDUCTION OF YOUR PROFESSIONALISM GRADE.

**25 points X 2 Forms = 50 points overall**

1. Evaluation – All assignments will be evaluated by rubrics (see Section XX).
2. Grading Policy

**Professionalism/Participation 200 points**

**Transcription Assignments (2 @ 100 points) 200 points**

**Transcription Forms 50 points**

**Reflections 50 points**

**Treatment Plan/Case Conceptualization (2 @ 25 points) 50 points**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Total 550 points**

**A = 495 – 550 points**

**B = 440 – 494 points**

**C = 385 – 439 points**

**VII. Class Schedule/Content Areas**

# Content Outline:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week#** | **Date** | **Topics** | **CACREP****Standards****Section II** | **Assignments and reading Due for Class** |
| **One**  |  |  |  |  |
|  | **1/21** | **Introduction/Syllabus****-Needs assessment****-Small group activity Adjusting treatment plan/theory concepts****-Activity** | **G1b; G5a,d** | **45 techniques- sections 1 & 8**  |
| **Two** |  |  |  |  |
|  | **1/28**  | **-Theories Discussion****-small group activity** **-Skills practice****Whole group Activity** | **2.F.5.a.; 2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.1.b.; 5.C.3.b** **2.F.5.f; 2.F.5.g** | **45 techniques- sections 6 & 7** **Theory notes & Adjusted self-care treatment plan due 2/4 @ 11:59pm** |
| **Three** |  |  |  |  |
|  | **2/4** | **-Skills practice****-Counseling suite****-Supervision- case conceptualization**  |  |  |
| **Four** |  |  |  |  |
|  | **2/11** | **Supervision-theoretical conceptualization****-Skills practice** | **2.F.5.a.; 2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.1.b.; 5.C.3.b** |  |
| **Five** |  |  |  |  |
|  | **2/18** | **-Skills practice****-Counseling Suite****-Supervision- case conceptualization -** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** | **Transcription Due Sunday @ 11:59pm**  |
| **Six** |  |  |  |  |
|  | **2/23** | **-Discussion****-Skills practice****-Supervision case conceptualization****Treatment plan** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** |  |
| **Seven** |  |  |  |  |
|  | **3/3** | **-Skills practice****-Counseling Suite****-Supervision- case conceptualization -** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** | **Treatment Plan is Due 3/9 @ 11:59 p.m.** |
| **Eight** |  |  |  |  |
|  | **3/10** | **Reevaluation****Group supervision** **Skills practice****Treatment planning** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **3/17** | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** |
| **Nine** |  |  |  |  |
|  | **3/24** | **-Skills practice****-Counseling Suite****-Supervision- case conceptualization -** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** | **Transcription Forms Due 3/19 @ 11:59 p.m.** |
| **Ten** |  |  |  |  |
|  | **3/31** | **-Discussion****-Skills practice****-Group Supervision** **-Progress measures****-Treatment plan** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** |  |
| **Eleven** |  |  |  |  |
|  | **4/7** | **Counseling Suite****Conceptualization** **Group Supervision** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** | **Transcription Due Sunday @ 11:59pm** |
| **Twelve**  |  |  |  |  |
|  | **4/14** | **Skills Practice****Discussionfs****Supervision**  | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** |  |
| **Thirteen**  |  |  |  |  |
|  | **4/21** | **Counseling Suite****Conceptualization** **Group Supervision** | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** |  |
| **Fourteen**  |  |  |  |  |
|  | **4/28** | **Open discussion**  | **2.F.5.e.; 2.F.5.g.; 2.F.5.n.;5.C.3.b** |  |
| **Fifteen** |  |  |  |  |
|  | **5/5** | **Close of Class** |  |  |

**VIII. Required Text**

Young, M.E. (2013). *Learning the art of helping: Building blocks and techniques* (5th Ed.). Boston: Pearson.

**VIX. Course Policies**

**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.

Additional information is available in OP 34.04

**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.

Additional information is available in OP 34.12.3

**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.

Additional information is available in OP 34.22

**XII. Religious Observance**

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.

Additional information is available in OP 34.19

**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.

Additional information is available in OP 34.22

**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.

Additional information is available in OP 40.03

**XV. 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.

**XVI. 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/>

**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>

**XVIII. References**

Allen-Meares, P. & Fraser, M. (2004). *Intervention with children and adolescents: An interdisciplinary perspective.* Upper Saddle River, NJ: Pearson Education, Inc.

Anderson, R.S. & Reiter, D. (1995). The indispensable Counselor. *The School Counselor*, 42, 268-276.

Baker, S. (2003). *School counseling for the twenty-first century (4th Ed.).* NJ:Prentice Hall. Baird, B. (2001). *The internship, practicum and field placement handbook (2ndEd.).* Upper Saddle River: Prentice-Hall.

Barr, R. & Parrett, W. (2001). *Hope fulfilled for at-risk and violent youth: K-12 programs that work.* Boston, MA: Allyn & Bacon.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.

Boylan, J., Malley, P. & Reilly, E. (2001). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy (3rd Ed.)*. Philadelphia, PA: Brunner- Routledge.

Bradley-Johnson, S. & Johnson, M.(-). *A handbook for writing effective psycho educational reports* Texas: Pro-Ed.

Brill, N. & Levine, J. (2002). *Working with people: The helping process.* Boston, MA: Allyn & Bacon.

Claywell, G. (2001). *The Allyn & Bacon guide to writing professional portfolios.* Boston: Allyn & Bacon.

Cobia, D. & Henderson, D. (2003). *Handbook of school counseling*. Upper Saddle River, NJ: Pearson.

Coll, K.M. & Freeman, B. (1997). Role conflict among elementary school counselors: A national comparison with middle school and secondary school counselors. *Elementary School Guidance and Counseling,* 31, 251-261.

Dagley, J.C. (1987). A new look at developmental guidance: The hearthstone of school counseling. *The School Counselor*, 35, 102-109

Davis, T.E. & Osborn, C.J. (2000). *The Solution-focused school counselor*. Ann Arbor, MI:

Dingman, R. & Weaver, J. (2003). *Days in the lives of counselors.* Boston: Allyn & Bacon.

Dollarhide, C. & Saginak, K. (2003). *School counseling in the secondary school: A comprehensive process and program.* Boston: Allyn & Bacon.

Egan, G. (2007). *The Skilled Helper* (8th ed.). Monterey, CA: Brooks/Cole-Thomson.

Meier, S.T. & Davis, S.R. (2001). *The Elements of Counseling*. Belmont, CA: Brooks/Cole.

Erfprd, B. (2003). *Transforming the school counseling profession.* Upper Saddle River, NJ: Prentice-Hall.

Erk, R. (2004). *Counseling treatment for children and adolescents with DSM-IV-TR disorders.* Upper Saddle River, NJ: Pearson.

Fischer, L. & Sorenson, G. (1996). *School law for counselors, psychologists, social workers* (3rd Ed.). New York: Longman Publishers.

Fuller, M. & Olsen, G. (1998). Home-school relations: Working successfully with parents and families. Boston: Allyn & Bacon.

Geroski, A.M., Rodgers, K.A., & Breen, D.T. (1997). Using the DSM-IV to enhance collaboration among school counselors, clinical counselors, and primary care physicians. *Journal of Counseling and Development*, 75, 231-239.

Gladding, S.T. (2003). *Counseling: A comprehensive profession* (5th Ed.)*.* Upper Saddle River, NJ: Merrill Prentice-Hall.

Gladding, S. T. (2001). *The counseling dictionary: Concise* *definitions of frequently used terms.* Upper Saddle River, NJ: Merrill Prentice Hall.

Glicksen, M. (2004). *Violent young children*. Upper Saddle River, NJ: Pearson.

Gysbers, N.C. & Henderson, P. (1988). *Developing and Managing Your School Counseling Program*. Alexandria, VA: American Association for Counseling and Development.

Gysbers, N.C., Hughey, K.F., Starr, M., & Lapan, R.T. (1992) Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development*, 70, 565-570.

Hackney, H. & Cormier, S. (2001). *The professional counselor* (4th Ed)*.* Boston: Allyn & Bacon.

Hargens, M. & Gysbers, N.C. (1984). How to remodel a guidance program while living it: A case study. *The School Counselor*, 32, 119-125.

Jongsma, A., Patterson, L. & McGinnis, W. (2000). *The child or adolescent or adult psychotherapy treatment planner (2nd Ed.).* New York: Wiley.

Lane, K., Gresham, F. & Shaugnessy, T. (2002). *Interventions for children with or at risk for emotional and behavioral disorders.* Boston: Allyn & Bacon.

Lawson, D.M., McClain, A.L., Matlock-Hetzel, S., Duffy, M., & Urbanovski, R.(1997).

School families: Implementation and evaluation of a middle school prevention program. *Journal of Counseling and Development*, 76, 82-89.

McLaughlin, M. (1990). Developing and implementing a developmental guidance program in a small, one-counselor elementary school. *The School Counselor*, 37.

Meier, S. & Davis, S. ((2005). *The elements of counseling (5th Ed.).* Belmont, CA: Thomson.

Morganett, R. S. (1990). *Skills for Living: Group Counseling Activities for Young Adolescents*. Champaign, IL: Research Press.

Myrick, R.D. (1987). *Developmental Guidance and Counseling: A Practical Approach*. Minneapolis: Educational Media.

Myrick, R.D. (1989). Developmental guidance: Practical Considerations. *Elementary School Counseling and Guidance,* 24, 14-20.

NYSSCA. (1993). New York State Comprehensive Developmental School Counseling Model.

Payne, R. (1998). *A framework for understanding poverty.* Highlands, TX: RFT Publishing.

Ramer, B. (1990). Are counselors necessary? *The New York Counselor*, 4, 1+.

Schmidt, J. (1999). *Counseling in schools: Essential services and comprehensive programs* (3rd Ed.)*.* Boston: Allyn & Bacon.

Russell-Chapin, L. & Ivey, A. (2004). *Your supervised practicum and internship: Field resources for turning theory into practice.* Belmont, CA: Thomson.

Staley, W.L. & Carey, A.L. (1997). The role of school counselors in facilitating a quality twenty-first century workforce. *The School Counselor*, 44, 377-383.

Stone, L. & Bradley, F. (1994). *Foundations of elementary and middle school counseling.* White Plains, NY: Longman.

Thompson, R. (2002). *School counseling: Best practices for working in the schools*. New York: Brunner-Rutledge.

Timberlake, E. & Cutler, M. (2001). *Developmental play therapy in clinical social work.* Boston: Allyn & Bacon.

Vernon, A. (1999). *Counseling children and adolescents* (2nd Ed.). Denver: Love Publishing.

Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for children, grade* *1-6/adolescents*. Champaign, IL: Research Press.

Welfel, E. & Patterson, L. (2005). *The counseling process: A multi-theoretical integrative approach.* Belmont, CA: Thomson.

Whiston, S.C. & Sexton, T.L. (1998). A review of school counseling outcome research. *Journal of Counseling and Development,* 76, 412-426.

Zwiers, M. & Morrissette, M. (1999). *Effective interviewing of children: A comprehensive guide for counselors and human service workers.* PA: Accelerated Development.

**XIX. Reform Syllabus Supplement**

**Techniques of Counseling II**

**EPCE 5374**

**Phase 2**

1. **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.

1. **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.

Techniques of Counseling II (EPCE 5374) is a Phase 2 class. Accordingly, students in EPCE 5374 will successfully:

Have an understanding of the overview of the interpersonal processes involved in counseling including an examination of therapeutic qualities, decision making capabilities, and the elements necessary for effective counseling.

1. **Trademark Outcomes & Distinctive Skills**

This course serves the Clinical Mental Health Counseling program and will contribute to students’ achievement of program goals in the following manner.

***Trademark Outcomes for Clinical Mental Health Counseling***

The Trademark Outcome (TO) for the Clinical Mental Health Counseling program is:

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 Clinical Mental Health 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 Clinical Mental Health 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.
1. **Alignment of Course Assessment with End-of-Phase Assessment**

This course’s assessment is demonstration of counseling skills used in mental health settings and an acceptable score (3 or above) 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.

1. **Activity and Evaluation (A & E)**

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.*

**XX. Rubrics**

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Papers

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning1 | Basic2 | Proficient3 | Advanced4 | Exceptional5 | 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 |  |
| **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 |  |
| **Mean Score** |  |  |  |  |  |  |

COMMENTS:

**Texas Tech University**

**College of Education/Counselor Education**

**Counseling Techniques (EPCE 5357) Evaluation**

**Phase 2**

**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:

Texas Tech University

College of Education/Counselor Education

**Evaluation of Treatment Planning - Phase 3**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student R#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to help supervisors provide feedback about the performance of students enrolled in practicum or internship. The time you take to complete this form is very much appreciated. 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. There is space at the end for comments.

| **Sub-skill** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Score** |
| --- | --- | --- | --- | --- | --- | --- |
| **Treatment Plan** |  |  |  |  |  |  |
| *Develops a multi-level treatment plan that gives a clear direction for therapy* | The student never demonstrated the ability to develop a **multilevel treatment plan**. | The student almost never demonstrated the ability to develop a multilevel treatment plan. | The student sometimes demonstrated the ability to develop a multilevel treatment plan. | The student almost always demonstrated the ability to develop a multilevel treatment plan with deep insight, and offered a clear direction for therapy; and articulated the rationale for each of the interventions. | The student always demonstrated the ability to develop a multilevel treatment plan with deep insight, and always offered a clear direction for therapy beyond what would be expected by practitioners in the field; incorporated multiple models or techniques selected for treatment that were always clearly linked to the presenting issue(s). |  |
| *Plans and conducts treatment in a manner that is clearly reflects a theory of change*  | The student never **articulated a theory of change** with the client. | The student almost never articulated some theory of change with the client. | The student sometimes articulated a theory of change with the client. | The student almost always articulated a theory of change with client. | The student always articulated a theory of change with the client. |  |
| *Applies influence strategies effectively* | The student never **applied influence strategies** effectively. | The student almost never applied influence strategies effectively. | The student applied influence strategies effectively. | The student almost always applied influence strategies effectively in therapy. | The student always applied influence strategies effectively in therapy by using multiple techniques. |  |
| **Client Systems** |  |  |  |  |  |  |
| *Integrates client systems into therapy / presentations* | The student never **integrated client-system components** in therapy / presentations. | The student almost never integrated client-system components in therapy / presentations. | The student sometimes integrated client-system components in therapy / presentations. | The student almost always able to integrate client-system components in therapy/ presentations; and almost always demonstrated a systematic orientation with understanding of micro, macro and mezzo systems in which client exists in regards to personal, career, and group counseling. | The student always able to integrate client-system components in therapy/ presentations; and always demonstrated a systematic orientation with understanding of micro, macro and mezzo systems in which client exists in regards to personal, career, and group counseling. |  |
| **Theory** |  |  |  |  |  |  |
| *Articulates and applies multiple theories in case notes* | The student never articulated and applied multiple theories in therapy case notes. | The student almost never articulated and applied multiple theories in therapy case notes. | The student sometimes articulated and applied multiple theories in therapy case notes. | The student almost always articulated and applied multiple theories in therapy case notes. | The student always articulated and applied multiple theories in therapy case notes. |  |
| *Maintained theoretical consistency between the plan and presenting issues* | The student never maintained theoretical consistency between the plan and presenting issues. | The student almost never maintained theoretical consistency between the plan and presenting issues. | The student sometimes maintained theoretical consistency between the plan and presenting issues. | The student almost always maintained theoretical consistency with client(s) between the treatment plan and presenting issue. | The student always maintained theoretical consistency with client(s) within treatment plan and presenting issue. |  |
| **Ethics** |  |  |  |  |  |  |
| *Adheres to professional ethical standards* | The student never adhered to professional ethical standards. | The student almost never adhered to professional ethical standards. | The student sometimes adhered to professional ethical standards. | The student almost always adhered to professional ethical standards. | The student always adhered to professional ethical standards related to the case. |  |
| *Proactively addresses ethical concerns or questions* | The student never addressed ethical concerns or questions in supervision or consultation. | The student almost never addressed ethical concerns or questions in supervision or consultation. | The student sometimes addressed ethical concerns or questions in supervision or consultation. | The student almost always addressed several ethical concerns or questions in supervision or consultation. | The student always proactively addressed ethical concerns or questions in supervision or consultation. |  |
| *Implements a decision-making model with clients* | The student never used a decision-making model with clients. | The student almost never used a decision-making model with clients. | The student sometimes used a decision-making model with clients. | The student almost always implemented a decision-making model with clients. | The student always implemented a decision-making model with all clients. |  |
| **Diversity** |  |  |  |  |  |  |
| *Shows respect and appreciation of differences* | The student never demonstrated respect for client(s) and never showed understanding and appreciation of differences/ diversity with clients. | The student almost never demonstrated respect for client(s) and almost never showed understanding and appreciation of differences/ diversity with clients. | The student sometimes demonstrated respect for client(s) and sometimes showed understanding and appreciation of differences/ diversity with clients. | The student almost always demonstrated respect for client(s) and almost always actively engaged in tangible efforts to understand, appreciate and engage differences/diversity with clients. | The student always demonstrated an exemplary respect for client(s) and actively engaged in tangible efforts to understand, appreciate and engage differences/diversity with clients. |  |
| *Provides counseling in a culturally-appropriate manner* | The student never provided culturally appropriate counseling. | The student almost never provided culturally appropriate counseling. | The student sometimes provided culturally appropriate counseling. | The student almost always provided culturally appropriate counseling. | The student always provided culturally appropriate counseling. |  |
| **Self of Therapist** |  |  |  |  |  |  |
| *Demonstrates awareness of personal characteristics of self and the role of self as therapist* | The student never demonstrated an awareness of personal characteristics of self and role of self as therapist. | The student almost never demonstrated awareness of personal characteristics of self and role of self as therapist. | The student sometimes demonstrated an awareness of personal characteristics of self and role of self as therapist. | The student almost always demonstrated a higher level of awareness of personal characteristics of self and role of self as therapist. | The student always demonstrated an exemplary awareness of personal characteristics of self and role of self as therapist related to the client and the client’s experiences. |  |
| *Understands limitations of self, and adjusts techniques for presenting issues* | The student never demonstrated an understanding of limitations of self. | The student almost never demonstrated awareness of limitations of self and almost never recognized limitations. | The student sometimes demonstrated an understanding of limitations of self. | The student almost always demonstrated an understanding of limitations of self. | The student always demonstrated an understanding of limitations of self and was always able to determine how to adjust personal counseling techniques for client presenting issues. |  |
| *Seeks supervision and makes referrals at appropriate times*  | The student never was aware of when to seek supervision and/or make appropriate referrals | The student almost never was aware of when to seek supervision and/or make appropriate referrals. | The student was sometimes aware of when to seek supervision and/or make appropriate referrals. | The student almost always was aware of when to seek supervision and/or make appropriate referrals. | The student always was keenly aware of when to seek supervision and/or make appropriate referrals. |  |
| **Total Score** |  |
| **Mean Score** |  |

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

**Texas Tech University**

**College of Education/Counselor Education**

**Counselor-in-Training Counseling Competencies**

**Phase 3**

**Directions: Lines 1 and 2 of this Feedback are completed by the Counselor-in-Training (student). The remainder of the form will be completed by your University Professor. This form is to be turned in with the audio/video tape and given to your University Professor.**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tape #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Faculty Evaluation: \_\_\_\_\_ Meets Minimum Competency Skill Levels**

 **\_\_\_\_\_ Does not meet Minimum Competency Levels**

| **Sub-skill** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Score** |
| --- | --- | --- | --- | --- | --- | --- |
| **Opening of session is conducted appropriately in a friendly manner** | The student never exhibits a friendly manner during the opening of the session. | The student almost never exhibits a friendly manner during the opening of the session. | The student sometimes exhibits a friendly manner during the opening of the session. | The student almost always exhibits a friendly manner during the opening of the session. | the student always exhibits a friendly manner during the opening of the session. |  |
| **Opening of session is conducted appropriately providing structure for the session** | The student never provides structure during the opening of the session. | The student almost never provides structure during the opening of the session. | The student sometimes provides structure during the opening of the session. | The student almost always provides structure during the opening of the session. | The student always provides structure during the opening of the session. |  |
| **Exhibits encouraging behavior to the client** | The student never encourages the client to tell his/her own story and direct the session. | The student almost never encourages the client to tell his/her own story and direct the session | The student sometime encourages the client to tell his/her own story and direct the session | The student almost always encourages the client to tell his/her own story and direct the session | The student always encourages the client to tell his/her own story and direct the session |  |
| **Exhibits appropriate timing in responding to the client** | The student never uses appropriate timing; always rushes the client; never uses silence | The student almost never uses appropriate timing; almost always rushes the client; almost never uses silence | The student sometimes uses appropriate timing; sometimes rushes the client; sometimes utilizes silence | The student almost always uses appropriate timing; almost never rushes the client; almost alwaysutilizes silence appropriately | The student always uses appropriate **timing**; never rushes the client; always **uses silence** appropriately |  |
| **Asks open-ended questions** | The student never employs open-ended responses to encourage client participation. | The student almost never employs open-ended responses; however almost always uses close-ended responses. | The student sometimes employs open-ended responses to encourage client participation. | The student almost alwaysemploys open-ended responses to encourage client participation. | The student always employs **open-ended responses** to encourage client participation. |  |
| **Accurately tracks client’s statements** | The student never tracks client’s statements accurately. | The student almost never tracks client’s statements accurately. | The student sometimes tracks client’s statements accurately. | The student almost always tracks the client’s statements accurately. | The student always tracks the client’s statements accurately. |  |
| **Accurately reflects client’s content and affect** | The student never responds accurately to client by reflecting the content or affect of the client’s message. | The student almost never responds accurately to client by reflecting the content or affect of the client’s message. | The student sometimes responds accurately to client by reflecting the content or affect of the client’s message. | The student almost always responds accurately to client by reflecting the content or affect of the client’s message. | The student always responds accurately to client by reflecting the content or affect of the client’s message in a way that enhances the counseling relationship and client’s insight into self. |  |
| **Clarifies client’s message** | The student never allows the client to lead through feedback and clarification of client’s message; always sends his/her own messages. | The student almost never allows the client to lead through feedback and clarification of client’s message; almost always sends his/her own messages. | The student sometimes allows the client to lead often through feedback and clarification of client’s message; sometimes sends her/his own messages. | The student almost always allows the client to lead through feedback and clarification of client’s message; almost never sends her/his own messages. | The student always allows the client to lead through feedback and clarification of client’s message; never sends his/her own messages. |  |
| **Uses responses to control the direction of the session** | The student never uses responses effectively in controlling the direction of the counseling session. | The student almost never uses responses effectively in controlling the direction of the counseling session. | The student sometimes uses responses effectively in controlling the direction of the counseling session; sometimes uses higher level counseling responses. | The student almost always uses responses effectively in controlling the direction of the counseling session; almost always uses higher level counseling responses. | The student always uses responses effectively in controlling the direction of the counseling session; always uses higher level counseling responses. |  |
| **Exhibits empathy, Congruence, and Unconditional Positive Regard** | The student never communications warmth, caring, and positive regard through voice tone and body language. | The student almost never communications warmth, caring, and positive regard through voice tone and body language. | The student sometimes communications warmth, caring, and positive regard through voice tone and body language. | The student almost always communications warmth, caring, and positive regard through voice tone and body language. | The student always communicates warmth, caring, and positive regard to client through voice tone and body language.  |  |
| **Closing of session is conducted appropriately in a friendly manner** | The student never exhibits a friendly manner during the closing of the session. | The student almost never exhibits a friendly manner during the closing of the session. | The student sometimes exhibits a friendly manner during the closing of the session. | The student almost always exhibits a friendly manner during the closing of the session. | The student always exhibits a friendly manner during the closing of the session. |  |
| **Closing of session is conducted appropriately providing structure for the session** | The student never provides structure during the closing of the session. | The student almost never provides structure during the closing of the session. | The student sometimes provides structure during the closing of the session. | The student almost always provides structure during the closing of the session. | The student always provides structure during the closing of the session. |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Note: A rating below 3 does not meet minimum program standards.

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

**Texas Tech University**

**College of Education/Counselor Education**

**Counselor-in-Training Feedback**

**Directions: Lines 1 and 2 of this Feedback are completed by the Counselor-in-Training (student). The remainder of the form will be completed by your University Professor. This form is to be turned in with the audio/video tape and given to your University Professor.**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tape #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Faculty Evaluation: \_\_\_\_\_ Meets Minimum Competency Skill Levels**

 **\_\_\_\_\_ Does not meet Minimum Competency Levels**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Far Below******Expectations******1*** | ***Below******Expectations******2*** | ***At******Expectations******3*** | ***Above******Expectations******4*** | ***Far Above******Expectations******5*** |

Note: The above scale has been applied to the following statements. A rating below 3 does not meet minimum program standards.

1. Counselor greets client in friendly, warm, manner, and opens the session with the appropriate amount of structure.
2. Counselor encourages client to tell his/her own story by appearing accepting and interested. In addition, counselor allows the client to set the pace and determine the initial direction of the session.
3. Counselor timing is appropriate (e.g., does not rush the client, appropriate use of silence).
4. Counselor employs open-ended responses to encourage client participation.
5. Counselor tracks client statements accurately (e.g., does not lead or lag behind).
6. Counselor responds accurately, reflecting both the content and affect of client’s message.
7. Counselor allows client to lead through feedback and clarification of client messages, rather than sending counselors own messages.
8. Counselor uses responses effectively in controlling the direction of the counseling session. Counselor uses higher level counseling responses.
9. Counselor communicates warmth, caring, and positive regard through voice tone and body language (when applicable).
10. Counselor closes the session appropriately.

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

Appendix A

Tape Forms

**Texas Tech University**

**College of Education/Counselor Education**

**Internship Tape Evaluation**

**These items MUST be included in Tape Evaluation:**

\_\_\_\_\_ 1. Intern Evaluation Feedback Form

\_\_\_\_\_ 2. Release Form (signed)

\_\_\_\_\_ 3. Interview Record Form

\_\_\_\_\_ 4. Tapescript: the tapescript represents 10 minutes of the counseling session which is 7-10 typed pages from the counseling tape. Please label your counselor responses on the typed tapescript.

\_\_\_\_\_ 5. Tape (cued to beginning of tape) Indicate whether counseling session is on Side A or B.

\_\_\_\_\_ 6. Frequency Count: Using the frequency count sheet provided, please calculate the percentages for each response on your tapescript.

Please Note: As you review your responses on your tapescript, you may correct your responses on the tapescript by using a red font color or red pen to illustrate how you would correct your responses. Please rewrite your corrected responses, label your corrected responses, and make a third column on the Frequency Count to illustrate the percentages represented after you corrected your responses.

**Texas Tech University**

**College of Education/Counselor Education**

**Interview Record**

**Directions: This form is to be completed by the Counselor-in-Training. It is to be placed with the audio/video tape of the counseling session and given to the University Professor.**

Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Session Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counselor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session Length (e.g., 30 minutes) \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Session Goals:
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Course of Interview

	1. Brief notes on: what transpired behaviorally, what client and counselor said, and how client acted.
	\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. Interpretations of session content, what counselor thought, and how this might affect client progress.
	\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Counselor’s Reaction to Session:
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Plans for Ensuing Sessions (e.g., homework).
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What Counselor Would have Done Differently:
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EPCE 5094: Counseling Internship**

**Skill Hierarchy Frequency Sheet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tape #: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| ***Skill*** | ***Occurrence of Skill (Frequency)*** | ***Percentage******(frequency of individual skill divided by total frequency of all skills combined)*** |
| Influencing |  |  |
| Reflection of Feeling |  |  |
| Reflection of Meaning |  |  |
| Self-Disclosure |  |  |
| Focusing |  |  |
| Confrontation |  |  |
| Paraphrase |  |  |
| Summarization |  |  |
| Restatement |  |  |
| Encouraging |  |  |
| Open Question |  |  |
| Closed Question |  |  |
| Attending Behaviors |  |  |
| *Total* |  | *100%* |

**Sample:**

|  |  |  |
| --- | --- | --- |
| ***Skill*** | ***Occurrence of Skill*** | ***Percentage*** |
| Influencing | 1111 | .40 (4/10) |
| Reflection of Feeling | 11 | .20 (2/10) |
| Reflection of Meaning | 111 | .30 (3/10) |
| Self Disclosure | 1 | .10 (1/10) |
| *Total* | *10* | *100 %* |

Appendix B

Case Studies

**Case #1**

John, a 35 year-old widow, lives with his two children, 7 year-old Will and 9 year-old Stacy. He is an electrician and works 7-11 hour days. His wife, Karen, died in a car accident two years ago, and his parents have been helping him raise Will and Stacy. John hasn’t talked to anyone about his wife’s death. He usually comes home straight from work, puts the children to bed, and then sits on the couch and drinks beer until he falls asleep. His parents have tried multiple times to talk about Karen over the years, but John usually walks away saying “I don’t want to talk about it right now.” John’s parents aren’t sure what else to do.

The kids started to act out in school three months ago. Will has been to the principal’s office four times in two months. Stacy’s grades are falling from A’s to C’s. John’s parents usually answer any calls from the principal or teacher if an issue comes up. The children feel disconnected from their father and don’t confide in him at all. Stacy meets with the school counselor once a week. The counselor has tried to contact John, but he is too busy to schedule a meeting with her.

John isn’t interested in having a new romantic relationship. He has been on a few dates, but John doesn’t call back after the first or second date. His main focus over the years has been working and drinking. He doesn’t sleep well during the night and has taken anti-depressants since his wife’s death.

**Case #2**

Sarah is a 50-year-old divorced woman with three children. Her oldest child, Mary, is engaged and expecting her first baby. Sarah’s middle child, Ben, is single and living at her house. He is working on a bachelor’s degree in social work. Ben has a history of alcohol abuse. Phil is Sarah’s youngest. He is about to graduate high school and move to Texas A&M for college. Sarah has been divorced going on four years. Her ex-husband and she are in close contact given the state of their children. Her ex-husband has yet to remarry and to her knowledge has dated very little since the divorce.

Sarah is an accountant at a CPA firm. She is considering getting a master’s in business, and maybe even dating, since her children are older. She is afraid to make a decision that she may regret. She begins to feel anxious when thinking about being asked on a date or going back to school. Sometimes her anxiety can cause panic attacks. Sarah asked her doctor for anxiety medication, but he suggested she go to a counselor first. Sarah had a bad experience with her last counselor and doesn't feel comfortable with the idea. She is willing to try if it will help with her anxiety.

**Case #3**

Courtney is a 26-year-old married woman with a high stress job as an occupational therapist. She graduated with a 4.0 from graduate school. She has very high standards for herself and can be very self-critical when she fails to meet them. Lately, her workload has caused sleepless nights and major headaches. She isolates herself at work and doesn’t talk to her husband much at home. Recently, she has struggled with feelings of worthlessness and shame after making a mistake with another man.

She isn’t able to concentrate at work and her coworkers have noticed she is easily irritated. She has called in sick several times in the past two months. Courtney stays with one of her friends instead of going home during these “sick days”. Her husband approached her about what he has noticed, but Courtney has yet to tell him she cheated. He suggested marital counseling or individual counseling if she is willing to go. Courtney considered going to see a marriage counselor to seek advice on whether or not to tell her husband the truth.

Courtney recently made an appointment with her OB/GYN. She is still seeing the other man and doesn’t plan on ending the relationship. Her husband made an appointment with a counselor, and has had to reschedule two different times because Courtney keeps changing her mind.

**Case #4**

Jim is a 21 year-old bioengineering major at a small university. Over the past few weeks his family and friends have noticed strange behaviors. On multiple occasions they’ve overheard him whispering in a frantic voice, even though no one was in the room with him. Lately, they have noticed him taking foil into his room. His mother went into his room one day and saw the foil placed over all the windows. He never uses his cell phone and always yells at his family when they are on it at home.

His parents have tried to get him to go to a psychiatrist, but he refuses to talk to a “crazy person”. He thinks the government is tapping into all the electronics in the house. He has stopped attending classes and never talks to his friends anymore. If something doesn’t change soon, he is going to fail out of school.

Jim does not abuse alcohol or drugs, but has started to order random items online to block electromagnetic waves. His mother recently remembered that her great aunt has been in and out of psychiatric hospitals over the years due to erratic and bizarre behavior.

Appendix C

Other Forms

**Counselor Effectiveness Rating Form**

Counselor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sessions Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Use the scale below to rate the counselor. Circle the number that most closely describes the counselor. If an item does not apply (non-applicable), circle NA.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Very Typical or Characteristic of the Counselor******1*** | ***Quite Typical or Characteristic of the Counselor******2*** | ***Somewhat Typical or Characteristic of the Counselor******3*** | ***Somewhat Atypical or Characteristic of the Counselor******4*** | ***Quite Atypical or Characteristic of the Counselor******5*** | ***Very Atypical or Characteristic of the Counselor******6*** |

The Counselor/Therapist:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | Conveyed empathic understanding, genuineness, acceptance | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **2** | Lacked credibility (trustworthiness, knowledge, poise) | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **3** | Was attentive (made eye contact, used head nods, etc.) | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **4** | Lacked being animated about/engaged in the counseling process | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **5** | Showed support without rescuing | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **6** | Provided too much or too little structure/direction | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **7** | Extended trust as appropriate | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **8** | Conveyed humor in a timely, appropriate way | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **9** | Failed to acknowledge fallibility when appropriate | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **10** | Conveyed firm sense of self-identity | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **11** | Failed to identify relevant issues as they emerged | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **12** | Interpreted meaning for greater insight/understanding | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **13** | Was genuine | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **14** | Provided information when appropriate | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **15** | Remained hidden in her/his feelings, ideas, or views | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **16** | Facilitated/evoked awareness and expression of feelings | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **17** | Established and maintained a therapeutic focus | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **18** | Was unhelpful as a role model | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **19** | Asked appropriate, meaningful open-ended questions | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **20** | Accurately paraphrased and reflected client’s ideas/feelings | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **21** | Failed to clarify communication that was unclear | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **22** | Was concrete and specific in his/her communications | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **23** | Addressed resistance/flight to allow therapy to advance | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **24** | Promoted reality testing (e.g., addressed distortions) | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **25** | Helped instill hope | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **26** | Failed to create an alliance with the client | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **27** | Changed topics or focus inappropriately | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **28** | Helped client identify and address unresolved issues | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **29** | Synchronized/joined with the client in meaningful ways | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **30** | Used summarization effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **31** | Used confrontation in appropriate, timely, and caring ways | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **32** | Failed to create a climate of safety and trust | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **33** | Used immediacy to advance the therapy | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **34** | Expressed her/his own feelings in appropriate and effective ways | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| -1- |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Very Typical or Characteristic of the Counselor******1*** | ***Quite Typical or Characteristic of the Counselor******2*** | ***Somewhat Typical or Characteristic of the Counselor******3*** | ***Somewhat Atypical or Characteristic of the Counselor******4*** | ***Quite Atypical or Characteristic of the Counselor******5*** | ***Very Atypical or Characteristic of the Counselor******6*** |

 |
| **35** | Used self-disclosure in effective, timely, and relevant ways | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **36** | Prepared the client for the session ending | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **37** | Structured for change effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **38** | Protected the client’s rights (e.g., to privacy and to disagree) | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **39** | Neither over or understated in response to the client’s experiences | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **40** | Helped clarify the client’s goals | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **41** | Used role-playing effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **42** | Used specific interventions (e.g., guided imagery) effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **43** | Suggested and utilized homework effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **44** | Identified and utilized the client’s strengths | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **45** | Reinforced/supported meaningful client self-disclosure | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **46** | Utilized questions effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **47** | Conveyed effective non-verbal behaviors (e.g., head nods) | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **48** | Recognized and helped the client address his/her maladaptive roles, ploys, and interpersonal styles | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **49** | Helped the client see what her/his behavior is like | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **50** | Was unable to help the client understand how his/her behavior influences the way others feel toward him/her | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **51** | Helped the client recognize and address her/his maladaptive actions, thoughts and behaviors | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **52** | Used interpretation effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **53** | Was unable to help the client understand how his/her behavior influences the opinion of him/her by others | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **54** | Helped the client understand how her/his behavior influences their opinion of her/him | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **55** | Helped the client see which of his/her behaviors are self-defeating | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **56** | Was unable to help the client see and accept that he/she is responsible for and in control of his/her behavior | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **57** | Helped the client evaluate whether they are satisfied with the worlds they have created | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **58** | Failed to help the client reach a decision to change a dissatisfying way of being or relating to others | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **59** | Helped the client engage in the act of change | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **60** | Helped the client realize that they can change the worlds they have created | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **61** | Was unable to help the client see that they exaggerate the danger in their changing | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **62** | Helped the client see that to attain what they really want, they must change | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **63** | Failed to help the client believe in their power to change | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **64** | Used silence effectively | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **65** | Made good transitions from one topic or issue to another | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **66** | Was able to help the client understand the underlying meaning of their behaviors | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **67** | Was unable to demonstrate cultural sensitivity and competence | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **68** | Was able to establish, shift, or deepen focus when appropriate | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **69** | Overloaded the client | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |
| **70** | Was, overall, effective | **1** | **2** | **3** | **4** | **5** | **6** | **NA** |

***Treatment Plan***

**Presenting Problem:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Definitions of Problem:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Long Term Goals:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Short Term Goals:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Objectives and Interventions/Techniques:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Diagnosis:**

* **Primary (DSM & ICD-10 codes)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Secondary (DSM & ICD-10 codes)**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Co-morbidity**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Client Information:** Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_\_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_\_\_\_\_\_\_ Marital Status: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Children: \_\_\_\_\_\_\_\_\_\_\_\_\_

Ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Education: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Religion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clinician’s Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Counseling Hierarchy**

EPCE 5094: Counseling Internship

Deriving Personal Style and Personal Counseling Theory

Skill Integration

Influencing Skills

Reflection of Feeling

Reflection of Meaning

Focusing

Confrontation

Summarization

(Depending on Developmental Level)

Structured use of Basic Attending Skills

Basic Attending Skills

Paraphrase and Restatement

Encourager

Client Observation Skills

Open Question

Closed Question

Attending Behavior

Adapted from: Ivey; Cormier & Hackney; Shertzer & Stone.