The College of Education Conceptual Framework

Vision and Mission of the College of Education

- The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).

The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College's mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change.

Consistent with the institution’s role of public, urban, multicultural research university, the unit’s mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

Student Learning Outcomes

- The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education.
  - Unit Content Outcome: Stewards of the Discipline (Knowledge)
  - Unit Process Outcome: Reflective Inquirer (Skills)
  - Unit Dispositions Outcome: Mindful Educator (Dispositions)

Course Description: Skills and techniques in counseling focusing on competencies in relationship-building, interviewing, role-playing, simulation, and micro-counseling.
Course Goals/Purpose: This is an experiential course that provides the opportunity for students to learn, experience, and practice the techniques and skills used in a multicultural, developmental, intentional counseling approach. The emphasis is on conducting intentional counseling interviews/sessions and on the analysis and evaluation (self, peer, and instructor) of these. Students will also explore the nature of the counseling process, factors affecting client change and growth, counseling interventions, and personal and professional issues related to counseling.

Course Objectives

1. To learn the history and philosophy of the counseling profession, including significant factors and events (CACREP Standard 1.a)
2. To learn about the professional roles, functions, and responsibilities of the professional counselor and the relationships of counselors with other human service providers (CACREP Standard 1.b)
3. To learn about the counseling professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases (CACREP Standard 1.f, SC A4)
4. To become familiar with counseling professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard 1.g)
5. To learn about public and private policy processes, including the roles of the professional counselor in advocating on behalf of the profession (CACREP Standard 1.h)
6. To learn about advocacy and the processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP Standard 1.i)
7. To begin to become familiar with ACA’s ethical standards and related entities, and applications of ethical and legal considerations in professional counseling (CACREP Standard 1.j, MH B1)
8. To learn and apply counselor characteristics and behaviors that influence the helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills (CACREP Standard 5.b)
9. To help students gain an understanding and application of essential interviewing and counseling skills so that they are able to develop therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcomes and successfully terminate the counselor-client relationship in a culturally responsive manner (CACREP Standard 5.c, MH D5, and H2)
10. To facilitate counselor self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries (CACREP Standard 5.b)
11. To provide an orientation to client and counselor wellness and self-care as desired counseling goals (CACREP Standard 1d, 3h, 5a, MH D3)

12. To expose students to various counseling theories and approaches thus enabling them to begin to develop their own natural styles and models of helping others and specific interventions for clients (CACREP Standard 5.d, SC C1)

13. Students will be able to use technological strategies and applications within counseling processes by using video-taping and uploading artifacts onto their Efolio, Taskstream

14. To provide opportunities for dialogue and reflection of personal values and beliefs as they relate to students' future roles as professional counselors/therapists and recognize one’s own limitations (CACREP Standard 5b, 5d, MH D9).

15. Will become familiar with evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP Standard MH13).

**Florida Educators Accomplished Practices (FEAPS):** Resulting from their participation in this course students will demonstrate FEAPS # 2 Communication and #3 Continuous Improvement on their required task assignment (i.e., The Counseling Interview Self Assessment and Reflection Form Part B of the Final Videotape Counseling Interview) that will be uploaded onto the Student’s Taskstream Efolio when authorized by the Professor. Students will be authorized to upload their artifact when they have attained a rating of Target or Acceptable on the assignment task.

**Florida Department of Education 15th Edition Subject Area Competencies, and Skills Covered in this Course**

1 **Knowledge of counseling** (FEAP 8 Knowledge of Subject Matter, FEAP 11 Role of the Counselor)

1. Demonstrate knowledge of major counseling theories. CACREP 5.d, SC C1

2. Recognize the relationships of cultural identity, personality, learning, and human development theories to counseling theories. CACREP 2.c; 3.a, b

3. Apply relevant counseling theories and techniques appropriate to specific situations and populations. CACREP 2.c, 5.d,

4. Recognize criteria for selecting appropriate modes of counseling interventions in individual, small group, and large group settings. CACREP 6c,d

5. Demonstrate knowledge of interpersonal processes in small and large group settings. CACREP 6a

6. Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups. CACREP 6.b
7. Demonstrate knowledge of appropriate listening and responding skills with all stakeholders. CACREP 5c,

8. Identify appropriate evidence-based counseling approaches for specific populations. CACREP 2. d, 5.d, SC D1; SCD2

9. Demonstrate knowledge of human development and behavior to promote positive change. CACREP 3.c, 3.f. 3.h

Methods of Delivery

The purpose and goals of this course will be delivered using the following methods: Class lectures and discussions, assigned readings, role-playing, case analyzes, videotaping, audiovisual presentations, writing assignments and papers, experiential activities, reading relevant research in the counseling literature, and multiple-choice, short-answer and essay testing.

Assessment of Student Learning Outcomes

Students' achievement of fundamental knowledge, competencies, skills, and dispositions will be assessed based on the completion of the following course requirements.

1. Journal Readings/Synopses: Students will (a) access 5 journal articles in any of the American Counseling Association (ACA) journals (see www.counseling.org, for a list of ACA journals) and on-line counseling and psychological journals on any of the topics below or a topic of interest to the student:

   Topics
   - History and philosophy of the counseling profession
   - Counselor Vulnerability and Risk
   - Hardships of Counseling Practice
   - Therapy for Therapists
   - Managing Stress
   - Counselor Burnout and How to Avoid It
   - Dealing with Difficult Clients
   - Counselor Liability and How to Avoid Lawsuits
   - Professional Development and Counseling
   - The Counselor as Client Advocate
   - The Counselor as Community Change Agent
   - Professionalism and Counseling
   - Client access to counseling with diverse populations
   - Counselor and social justice
   - Counselor Characteristics
   - Counseling Specializations
   - Legal and Ethical Issues
Counselor Reform
Counseling theories and applications
Counseling for health and wellness
Counseling and spirituality

and (b) submit a one-page, double-spaced synopsis of the article in APA (6th ed) style, and (c) a one-page double-spaced reflection of how they can apply the material presented in the article to their future jobs as professional counselors. Be sure to provide a reference of the article in APA style on the first page. Check the latest revision of the APA Manual or the APA Library Guidelines for APA writing style information. Points will be deducted for APA formatting errors. These sources must not be older than 10 years (i.e., 2002-present). Each journal synopsis is worth 2 points. This assignment is worth 10% of the final grade.

2. Counseling Interviews and Assessments: Students will partner with each other to complete these assignments. Each student will assume the role of the “counselor” and the “client” in the interviews. The assignment entails the following:

a. Completion of two videotaped counseling interviews wherein the counselor demonstrates the facilitative, microskills and the intentional interview approach to counseling.

b. Completion of the Counseling Interview Self Assessment and Reflections that will include a double-space, typed transcription of 15 minutes of what the student would consider to be the “best” demonstration of the skills required in each interview. The transcription must contain verbatim the words spoken by both the client and the counselor with the facilitative, microskills responses made by counselor identified. Students must also identify the focus of the responses each time it changes (e.g., focus on client, counselor, others, contextual information etc.). The first videotape and assessment is worth 15% and the final one will be worth 25% for a total of 40% of the final grade.

In the two (2) videotaped counseling interviews, students will be expected to demonstrate the intentional interviewing approach and the counseling microskills. The interviews must be spontaneous, non-rehearsed, and not scripted. They must be conducted with another class member. Students are responsible for purchasing and obtaining necessary materials and equipment. Standard DVDs are recommended.

The first videotaped interview should be 20-25 minutes in duration and in it, the counselor will demonstrate the use of the facilitative model of
communication and the intentional counseling skills of the Basic Listening Sequence (e.g., attending behavior, open and closed questions, encouragers, paraphrases, and clarification statements, reflections of feeling and content, and summarizations). The qualitative conditions of counseling should be evident throughout the interview, and the counselor should demonstrate cultural sensitivity and intentionality.

The second videotaped interview should be **30-35 minutes** in duration and in it, the counselor will demonstrate the facilitative model, the Basic Listening Sequence, the qualitative conditions of counseling, and the influencing skills as appropriate (e.g., feedback, disclosure, confrontation, reflection of meaning, logical consequences, directives). This final interview must have a brief-solution and action-oriented focus (i.e., guide the client to action based on the nature of the problem or decision that the client needs to make to bring about change in his/her life or situation).

**Informed Consent Form**

Students will develop a consent form that will be signed by the client student-partner and submitted along with the typescript, self-assessment form, and the videotape. See Ivey et al. (2010) for a Sample Practice Contract on p. 38.

**Self-Assessment and Reflection of Counseling Interviews**

Students will complete a **Self-assessment and Reflection** of their counseling interviews by using the "The Counseling Interview Self Assessment and Reflection Forms (A & B)" (see attached). Students should be descriptive, thoughtful, and comprehensive in their assessments and reflections.

The Professor will review the tapes, self-assessments, and reflections and provide feedback using these same forms as well as written comments on the skills, process, and nature of the client problem demonstrated. Students will be assessed based on the following rubric scale:

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**The videotaped interviews and the self-assessment and reflections will be scored using the rubric below:**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP Standard 5.b, FEAPS 2, Communication</td>
<td>Counseling becomes additive in their</td>
<td>Considered by experts the minimal level for</td>
<td>At first glance, the session appears to</td>
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To learn and apply counselor characteristics and behaviors that influence the helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills

CACREP Standard 5.c, MH D5, H2, FEAPS 2, Communication

To help students gain an understanding and application of essential interviewing and counseling skills so that they are able to develop therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate the counselor-client relationship in a culturally responsive manner

communication in that the counselor is adding something beyond an interchangeable response. Attending and influencing skills are used in combination with the many qualities of empathy (concreteness, immediacy, genuineness, positive regard) to provide a more effective and facilitative level of counseling. The Counselor is communicating with intentionally and sensitivity (i.e., demonstrates a repertoire of accurate paraphrase and/or reflection of feeling statements. Patterns of movement synchrony and movement complementarity often are manifested. The counselor adds a mild interpretation or counseling and facilitative communication. Responses are interchangeable with what the client is saying. An interchangeable response is best exemplified by an accurate reflection of feeling, paraphrase, or summary that catches the essence of what the client has said. Open and closed questions are used to obtain information and the client’s perspective on the issue or problem being addressed. A self-disclosure or feedback responses that aid client responding are other examples of acceptable competency

be moving normally. However, on deeper analysis, one sees that the counselor/therapist is detracting slightly from what the client has been communicating. The paraphrase is close, but still misses the client's meaning. Much of our daily conversation fits this pattern. As a result of the interaction, the client is not damaged and has been listened to minimally, but counselor responses take away from what the client says or minimizes statements. The counselor/therapist may be implicitly and subtly destructive, even though overtly trying to be helpful. At its worst point, the counselor/therapist is overtly destructive to the interviewing process. He/she fails to attend (sharp body shifts,
a probing question or interpretation that not only catches the major meanings of the client but also adds something new to facilitate growth and exploration.

<table>
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<tr>
<th>CACREP Standard 5.b d, FEAPS 3, Continuous Improvement</th>
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<tr>
<td>To facilitate counselor self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries</td>
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<tr>
<td>To provide opportunities for dialogue and reflection of personal values and beliefs as they relate to students' future roles as professional counselors/therapists</td>
</tr>
</tbody>
</table>

| The Counselor is able to reflect in depth on their individual counseling style, counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with depth, clarity, and accuracy and make recommendations for improvements in future counseling sessions and interviews. The Counselor can cite several examples of responses made |
| The Counselor is able to adequately reflect on their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with clarity, thoughtfulness, and accuracy and make recommendations for improvements in future counseling sessions and interviews. The counselor can cite one or two examples of |
| The Counselor failed to adequately communicate their reflections and reactions to their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change. The Counselor failed to adequately assess their counseling style and performance with clarity, thoughtfulness, and accuracy and make recommendations for improvements in future counseling sessions and interviews. The counselor cited no examples of |

major topic jumps) in a way that sharply disrupts client flow or attacks the client or discounts information
| FEAPS 6 Ethics, 12 Technology | Both the client and counselor can be seen and/or heard on the tape and the assignment has been successfully uploaded onto Taskstream. | For the majority of the session, both the client and counselor can be seen and/or heard on the tape but there are times when both are not visible and/or audio quality is obscured. | Neither the client or counselor could be seen on the videotape; audio quality is poor or totally lacking. Assignment was not uploaded onto Taskstream correctly. |
| FEAP 6 Ethics | The counselor sought the client’s permission to videotape; legal | The counselor sought the client’s permission to videotape; legal | The counselor did not seek the client’s permission to videotape; legal and ethical issues |
To begin to become familiar with ACA’s ethical standards and related entities, and applications of ethical and legal considerations in professional counseling and ethical issues were completely discussed at the beginning of the counseling session and client comprehension of such was assessed; legal and ethical standards were adhered throughout the session.

and ethical issues were adequately discussed at the beginning of the counseling session and client comprehension of such was assessed; legal and ethical standards were adhered throughout the session.

were not discussed at the beginning of the counseling session and client comprehension of such was not assessed; legal and ethical standards were minimally adhered throughout the session.

Skills and Self Assessment

(3) Target
(2) Acceptable
(1) Unacceptable

Students whose interviews are rated as Not acceptable must request a ½ hour conference with the Professor to review the videotape and the skills demonstrated. The student may resubmit another videotaped interview for further feedback from the Professor.

Students who obtain Target and Acceptable will receive the total number of points (15 for the first interview, and 25 for the second interview) for the assignment if all parts of the assignment have been completed accurately. Points may be deducted for incomplete assignments. Students with assignments that are Not Acceptable will be deducted a minimum of 5 points and will be able to earn only a maximum of 10 or 20 points upon reaching acceptable competency. Students will have one opportunity to redo the assignment and to reach acceptable competency.

Uploading the Efolio Artifact

When students complete the Efolio, Taskstream, task assignment that has been graded by the Professor, they will receive authorization to upload the task as an artifact onto their Efolio. Students will be authorized to upload their artifact when they have achieved Target or Acceptable Competency on the task.
The artifact that students will upload onto their Efolios will be the Final Tape Self Assessment and Reflection Form Part B (FEAPS Artifact).

Students whose tasks are deemed Not Acceptable by the Professor will not be authorized to upload and will receive an “Unsatisfactory” grade for the course if they fail to complete the task to acceptable competency by the end of the semester. Students who fail to upload target and acceptable assignments will also receive an “Unsatisfactory” grade in the course.

Confidentiality and Ethics Information

Students are bound by the ACA 2005 Code of ethical standards to abide by confidentiality with respect to any material or issues brought forth by any members of the class during any role-playing or practice interview sessions conducted throughout any portions of this class. Students should seek verbal as well as written permission of the student client before conducting the videotaped interviews.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the interview a student feels discomfort or is unable to continue, he or she can request the right to stop the videotape or not engage in the role-played session. However, if a student finds him or her self very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, he or she may prefer to drop this course. When selecting a partner with whom to conduct the interviews, it is best to choose someone you do not know.

3. Progress Tests: Completion of 2 Progress Tests that will consist of multiple choice, short answer and essay questions. Each exam is worth 25% of the final grade for a total of 50% of the final grade.

4. Experiential Class Activities and Attendance:

Practice Sessions – A substantial portion of many classes will be devoted to simulated or “practice” counseling sessions in which students will rotate among the following three roles: counselor, client, and observer. These sessions may be audio-taped and/or observed by the professor. Some of the ideal characteristics of each role include:

- Counselor: This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy and congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.
• **Client:** A student in this role should exhibit genuineness, openness and a present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student’s discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of “client”, with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the “counselor” role.

• **Observer:** This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for a development of the ability to give constructive feedback. The person in this role will take notes and complete an observation form to be used as feedback for the Counselor.

• Students are expected to attend class and participate in these practice activities. Excused absences must be valid and approved by the Professor prior to the absence. In the case of an emergency absence, the student should notify the Professor as soon as possible following the absence. The Professor reserves the right to ask for written documentation of the reason for the absence.

**Standards of Academic Conduct**

Graduate counseling students should observe high standards of academic conduct, ethics, and integrity as stated in the Student Handbook. No student shall engage in any form of fraudulent, deceitful, dishonest, or unfair conduct with respect to examinations, papers, presentations, or other academic endeavor. The consequences of this conduct will result in academic sanctions against the student in violation. Any questions or issues concerning the honor code should be brought to the professor’s attention immediately. Please review the Student Handbook for the full Code of Academic Integrity and/or refer to the website [http://www.fiu.edu/~dwyere/academicintegrity.html](http://www.fiu.edu/~dwyere/academicintegrity.html)

**Code of Decorum**

The Department of Educational and Psychological Studies has developed a Professional Code of Decorum. It can be found on the department’s web site, [http://www.fiu.edu/~edpsy/code.htm](http://www.fiu.edu/~edpsy/code.htm). All students taking courses in this department are expected to meet the expectations outlined in this Code.
Course Policies

Attendance: It is expected that all students will be in attendance for all class sessions. This is a class that requires active in-class participation from each member. If you miss a class YOU are responsible for any material given or changes made during the class period and you must notify me via e-mail of your absence prior to your absence.

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class, or (b) the ability of students to benefit from the instruction, is not acceptable. Examples may include entering class late or departing early; use of cellular telephones, or other electronic devices (Please refrain from sending and/or receiving text messages during class); repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as “crossing the civility line.” Please turn off all cellular telephone prior to entering class and refrain from using laptops for non-class related tasks during class (“surfing” the web, checking email, etc...).

Make-Up Exam/Assignment Due Date Policy Example: Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor. Late is defined as the end of the class session in which the assignment is due.

E-mail Protocol: Please adhere to the following guidelines: Write the course prefix ONLY (MHS 5400) in the subject line of all e-mail correspondence and insert your name in the e-mail. Please allow 24-48 hours for a reply.
Final Grades

Grades will be assigned based on the following distribution:

- 100 - 95 = A (4.00 grade points) Excellent; superior
- 94 - 90 = A- (3.67 grade points) Very Good
- 89 - 85 = B+ (3.33 grade points) With merit; good
- 84 - 80 = B (3.00 grade points) Good
- 79 - 75 = B- (2.67 grade points) Above-satisfactory
- 74 - 70 = C+ (2.33 grade points) Above-satisfactory
- 69 - 65 = C (2.00 grade points) Satisfactory; minimum
- 64 - 60 = C- (1.67 grade points) Graduate competency
- 59 - 55 = D+ (1.33 grade points) Unsatisfactory
- 54 - 50 = D (1.00 grade points) Unsatisfactory
- 49 - 45 = D- (.67 grade points) Unsatisfactory
- 44 Below = F (0.00 grade points) Failure

Required Textbooks


Recommended Textbooks and Materials


**ASSIGNMENT & EXAMINATION DUE DATES**

- Journal Synopsis: **Due 9/5, 9/19, 10/24, 11/7, 11/21**
- Counseling Interview I: Tape, Typescript, Consent, & Assessment & Reflections: **Due 10/10**
- Counseling Interview II: Tape, Typescript, Consent & Assessment & Reflections: **Due 11/14**
- Progress Tests: **10/3 and 11/21**

**Late Penalty:** Half a grade **may be** deducted for each week an assignment is submitted past the due date. **Assignments that are not typed will not be accepted.**

**Students with physical or other impairments that necessitate special circumstances or devices in the classroom or when taking examinations, should consult with the Professor regarding their special needs and accommodations. The Office of Disability Services for Students offers a variety of services to assist students needing such accommodations. For assistance, contact GC 225, UP (348-3532) or UC 260, NM (940-5813).**
Course Schedule and Reading Assignments

8/22 Course Introduction and Getting Acquainted
Review of Syllabus; What is Counseling? How Did Counseling Evolve, History and Philosophy; Role of the Professional; Introduction to the Microskills Approach (CACREP Standard 1.a, 1.b, 1.h, 5c) Ivey, Chap. 1; Kottler, Chap. 1

8/29 Being a Professional Counselor (ACA and divisions, licensure, accreditation, and certification) Introduction to Legal and Ethical Issues, Multicultural Competence and Wellness Ivey, Chap. 2; Kottler Chap 2 (CACREP Standard 1.b, 1.c, 1.f, 1.g, 1.j, 2.a, 2.e, 3.h, 5.a)

9/5 Attending Behavior & Skills; Multicultural Issues in Attending Questions: Opening Communication; Multicultural Issues in Questioning; Ivey, Chap 3 & 4; Kottler: Chap.3 (CACREP Standard 2.a, 2.c, 5.c)

Journal Synopsis Due

9/12 Client Observation Skills; Ivey: Chap 5
Encouraging, Paraphrasing and Summarizing: Ivey, Chap 6 (CACREP Standard 5.a, 5.b, 5.c)
Ethical Use of Technology and Instructions for Taping and Taskstream Uploading (CACREP 1.j, 7.g)

9/19 Reflection of Feeling, Ivey Chap. 7 & Kottler Chap. 4 (CACREP Standard 5.a, 5.b, 5.c)

Journal Synopsis Due

9/26 Empathy and Reflection of Feeling continued;
Conducting an intake interview using the Basic Listening Sequence Ivey: Chap.7 & 8; Kottler, Chap.5; (CACREP Standard 5.a, 5.b, 5.c, MH H2)

10/3 Progress Test I (Ivey, Chapters 1 – 6; Kottler, Chapters 1 – 4)

10/10 The Influencing Skills/Confrontation/Focusing the Interview and Narrative Ivey, Chap.9. 10; Kottler, Chap.6 & 7; (CACREP Standard 5.a, 5.b, 5.c.)

Counseling Interview I: Tape, Consent, Typescript, Self-Assessment and Reflections Due
10/17  No Class

10/24  The Influencing Skills of Reflection of Meaning, Positive Reframing Self-Disclosure, Interpretation, Feedback & Directives, Ivey, Chap. 11; Kottler, Chap. 8 (CACREP Standard 5.a, 5.b, 5.c)

Journal Synopsis Due

10/31  The Influencing Skills Continued; A Brief Introduction to Counseling Theories—Person-Centered, Behavioral, Cognitive, Brief Solution Focused Counseling; Ivey, Chap. 12; Kottler, Chap. 9 (CACREP Standard 5.a, 5.b, 5.c, 5.d)

11/7  Counselor Advocacy: For clients and the profession; Client access and equity (CACREP Standard 1.h, 2.e)
Ivey: Chap. 13

Journal Synopsis Due

11/14  Theories continued with Skill Integration; Conducting an Interview Using the Listening and Influencing Skills
Ivey: Chap. 14; (CACREP Standard 5.a, 5.b, 5.c, MH H2)

Counseling Interview II: Tape, Consent, Typescript, & Self Assessment and Reflections Due

11/21  Progress Test II
Developing an Individual Counseling Style;
Teaching the Microskills (CACREP Standard 5.a, 5.b, 5.c)

Journal Synopsis Due

11/28  Catching and Wrapping it up! Review of Videotapes and Final Reflections

NOTE: Students with Target and Acceptable Artifacts must complete all uploading of artifacts onto Efolio. Last date to upload authorized artifacts is December 3, 2012.
Student’s Name: __________________________________________________________

Session #: ___________       Date: ___________

Directions: Please place a “1” (Evident), “0” (Not Evident), or “NA” before each evaluative item. “1” indicates the behavior or skill is evident; “0” indicates that it is not evident. “NA” indicates the behavior or skill was not applicable or the rater is not able to evaluate the item.

1. The client chosen for this counseling interview is currently enrolled in the counseling course.
2. The counselor secured the client’s permission to tape the counseling interview.
3. Both the client and counselor can be seen and/or heard on the tape.
4. The counseling interview lasted the required amount of time.
5. The counselor sounded genuinely interested and concerned in the client’s issues/concerns/problems.
6. The counselor appeared to be able to establish rapport effectively with the client.
7. The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.
8. The client appeared to be relatively relaxed with the counselor as the counseling interview progressed.
9. The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.
10. The client appeared comfortable to express thoughts and feelings with the counselor.
11. The counselor kept the counseling interview flowing and moving effectively.
12. The counselor kept effective focus on the client’s issues and concerns.
13. Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.
14. The counselor attempted to move the client toward active behavior.
15. It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.
MHS 5400

COUNSELING INTERVIEW
SELF ASSESSMENT AND REFLECTIONS FORM
PART B

Name: ____________________________ Session Date: ________________________

Client’s Initials: _____________ Session Length: _____________

Session Number with Client: __________

1. **Background Information** (client description, demographics, presenting issue or concern):

2. **Session Notes** (What was your goal for the session? How were you attempting to accomplish this goal? What happened in the session? Any behavioral observations?):

3. **Communication Microskills** (What microskills were predominantly used in this session? Were these appropriate to the timing and issues being discussed?)

4. **Conceptualization** (Counselor's interpretation of what was happening with the client, hypotheses concerning possible treatment approaches):
5. **Counselor's reaction to session** *(YOUR thoughts and feelings about what happened in the session, what went well (or didn't go well) in the session, and why):*

6. **What counselor would have done differently and why:** *(What are some different counseling skills, responses, and interventions that you might have used instead and why.)*

7. **How does this assignment relate to your future work as a counselor?** In other words, how (cite examples) will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a counselor (school, mental health, or rehabilitation)?

8. **Rate your overall performance in this session based on the criteria delineated in the attached scoring rubric:**

   - **On Target**
   - **Acceptable**
   - **Not Acceptable, needs considerable improvement**
Why did you choose to rate your performance at this level?

8. What additional supervision and feedback do you feel you need from the Professor on this assignment?