



**COU 601**  
**Theories of Counseling and Practice I**  
**Winter I Term, 2015**

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### **Course Description and Objectives**

The following are objectives for COU 601, Theories of Counseling I which will provide an orientation of the professional life of the counselor and specifically focuses on core issues that contribute to a counselor's professional identity. These include a focus on professional associations, a look at the role and function of counselors, a review of characteristics needed to be an effective counselor, a review of the history of counseling and related professions, a review of current issues and future trends in counseling, an examination of accreditation, an overview of credentialing, a review of ethical codes and related issues, an overview of social and cultural issues. Objectives include the following:

- 1) Facilitate student's experiential development of the basic relationship and interpersonal skills necessary for mental health counseling and psychotherapy,
- 2) Begin the development of self-care strategies,
- 3) Introduce students to professional organizations and their contribution to the student's professional growth,
- 4) Exploration of counselor characteristics and behaviors that influence helping processes,
- 5) Development of essential interviewing and counseling skills.
- 6) Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
- 7) To provide an overview of the American Counseling Association, the primary professional association in counseling, as well as its divisions, branches, and partnerships.
- 8) To identify mental health professionals in related fields to counseling and their professional associations.
- 9) To examine and discuss the characteristics of the effective counselor including six that jointly describe the working alliance: empathy, acceptance, genuineness, embracing a wellness perspective, cultural competence, and the "it factor," and three that together are related to the counselor's ability to deliver his or her theoretical approach: belief in your theory, competence, and cognitive complexity.

- 10) To provide a brief history of social work, psychology, and psychiatry and examine how these fields have had an impact on the counseling profession.
- 11) To present the 100 year old history of the counseling profession.
- 12) To examine current issues and future trends in the counseling profession.
- 13) To examine accreditation practices in the counseling profession with a particular emphasis on the Council for Accreditation of Counseling and Related Educational Professions (CACREP).
- 14) To briefly review accreditation in related mental health professions.
- 15) To provide a brief history of credentialing and to examine different kinds of credentialing processes in counseling and in related mental health professions.
- 16) To define values and morality and to understand their place in the development of ethical codes.
- 17) To review different kinds of ethical decision-making models and examine important legal and professional concerns related to ethical decision-making.
- 18) To define multicultural counseling and social justice work and provide conceptual models for working with clients from non-dominant groups.

The above objectives will be achieved through personal reflections and self-examination as well as participating in experiential learning via role plays, and live interviews. During the course, the student will increase and sharpen his/her interview skills. Attention will be paid to the basic skills of “hearing” (attending, listening, and responding). By the end of the course the student should have a clear understanding of the overall field and in addition, should have reached the beginning level or improved the necessary basic counseling skills for listening with the “third ear” and be at the beginning level of being able to understand the “implicit message” in each communication. The primary focus will not be on intervention, but rather this course will lead to subsequent courses in counseling interventions. An “a-theoretical” approach will be used and multicultural and diversity issues in interviewing will be examined.

**Course Objectives, CACREP Standards, and Assessments:** (course objectives are aligned with CACREP 2009 Standards which are posted at the ‘Introduction to Counseling’ Blackboard site): the Doane MAC program requires students demonstrate competency in knowledge and skills in the eight common core counseling curricular areas, including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation (CACREP II G). In addition, competency and accountability are assessed through performance of not only the student, but also of the Doane MAC program by collecting data, assessing that data, along with a thorough evaluation process which provides for an open, ongoing assessment practice.

Each Doane MAC course calls for 36 hours of in-class room instruction along with an estimated minimum of 50 to 60 hours of out-of classroom preparation.

## **Methods of Instruction**

The techniques of instructors will consist of brief lectures, class discussion, videotapes, and role playing.

## **Textbooks**

Young, M.E. (2013). *Learning the Art of Helping: Building Blocks and Techniques*, 5/E Pearson ISBN-10: 0132627507 ISBN-13: 9780132627504

Neukrug, E. (2013). *A brief orientation to counseling: Professional identity, history, and standards*. Belmont, CA: Brooks & Cole

Evans, D.R., Hearn, M.T., Uhlemann, M.R., & Ivey, A.E. (2011). *Essential interviewing: A programmed approach to effective listening* (8<sup>th</sup> ed.) ISBN: 978-084-003-4717

## **Instructional Philosophy**

This instructional philosophy used in this course and the primary text, *Theory and Treatment Planning in Counseling and Psychotherapy* (Gehart, 2013), include a learning-centered, outcome-based approach, which is briefly summarized below:

- *Learning Centered.* A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge. In this approach, learning is the focus of curriculum design; thus, student learning is frequently measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratize the student-teacher relationship. In this course, students will be learning theory using clinically relevant case documentation.
- *Outcome-Based:* Closely related to learning-centered pedagogy, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In the case of this course, the learning objectives focus on learning aspects of theory that are relevant to everyday therapy practice. Thus, learning is measured using common clinical case documentation.

## **Instructional Format**

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions.

## **Overview of Learning Activities**

*Detailed instructions for each activity are at the end of the syllabus*

- 15 outside live interviews that are scored using rubrics
- Submission of 8 journals that focus upon reflection, and exploration of assigned topics

- A final live interview will be utilized to assess basic counseling interview skills
- Participation

## Course Requirements and Evaluation

**Student Learning Outcomes and Assessment Measures:** Specific student learning outcomes, and CACREP standards will be assessed through direct and indirect assessments that will be administered throughout the course utilizing LiveText technology. Rubrics will be utilized assessing journal submissions, live interviews, critical thinking, and participation that will influence PPE's.

### Evaluation of Learning

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Weekly Journals	35%
Outside of Class Interviews	30%
Final Live Interview In Class	20%
Participation	15%
<b>Total</b>	<b>100%</b>

**Grading:** Final letter grades will be assigned based on the following grade equivalents:

A+	98-100	B+	87-89	C+	77-79
A	93-97	B	83-87	C	73-77
A-	90-92	B-	80-82	C-	70-72

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. To complete the course satisfactorily, a minimum grade of B- is required.

## Instructions for Learning Activities

### Attendance

**Sit by someone new each week.** In class participation is the essence of Theories I. Therefore, there is no way a student can “makeup” missing a class. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

## Outside of Class Interviews

Listening is one of the key skills to being a successful, effective counselor. Students will be practicing their interviewing/listening skills throughout the term by doing outside of class interviews. These interviews need to be taped (either by using audio equipment or video/audio equipment.)

Interview protocol is on Page 5 of this syllabus and will be discussed in detail the first night of class. Most of these outside interviews should be (not required) recorded so that students can critique their interviewing skills and see themselves as others see them (refer to page 4, interview protocol). A consent form must be signed by each interviewee. See Pages 7 and 8 of this syllabus for a copy of the consent form(s). Students are responsible for making their own copies of these forms. The consent forms will be turned in the 9<sup>th</sup> week of class. Recommended number of interviews – 15.

Students may submit an interview tape of an outside interview to the instructor to be critiqued by the entire class prior to week 6. Students are to submit an additional three tapes to be critiqued by the instructor beginning week 3.

## Class Interview

Week six of this term will start the in-class interviews. Each student will do a 20-30-minute interview to be critiqued by the instructor and students. Students are encouraged to use as many skills as possible in this 30 minute interview (Page 6). Students will use another student in class as their interviewee. Each student will be the interviewer once and the interviewee once.

## Personal Reflections

Students will be expected to keep a personal reflection/reaction journal to be turned in each week, the content of which will not be graded. The journal must be at least 12-15 pages in duration excluding title, abstract, and reference pages. It should be noted that the instructor considers the journal to be an extremely important part of a student's participation in this course. While the content itself is not graded, the student's effort to read, reflect, and react will be evaluated. We are looking for *serious reflection* guided by *critical thinking* regarding the reading each student does during the prior week and their reflection on class each week. Reflections are to be typed using APA style and emailed as an attachment to [donald.belau@doane.edu](mailto:donald.belau@doane.edu). Subject line should read – **COU 601 Week \_\_ Reflections**. The number for the week is the week of the term you email them. You are also required to submit via LiveText under each week's assignment tab. Your first reflection will be handed in Week 2. The paper needs to be organized in this manner, with clear sections being identified. Put them in the following order:

Cover Page  
Abstract  
Class Reflection  
Personal Choice Articles  
Textbook Reflection  
References

You will turn in reflections each week by 6 p.m. prior to class. Late reflection journals will not be accepted. Handwritten material will not be accepted or read. While I cannot guarantee you will get written feedback from each week, every effort will be made to comment when necessary. Each week the personal reflection/reaction journal will contain three sections:

Class Reflection – Reflecting on the content, discussions, your learning experience, observations, etc. Length 3-4 pages.

Personal Choice Articles – Each week students will select and critique three articles on a preassigned topic and/or topic of their choice for the week. Length and source of the articles chosen is up to the student. Reflection of personal articles is to be 4-5 pages in length for the topic of the articles read, not each article. Try to keep the information in your articles no more than five years old. **In addition, one article needs to be reviewed from *Counseling Today* each week.** A few minutes will be allowed for discussion of each student journal in class each week.

Weekly Topics:

Week 2	History of the Counseling profession Characteristics of a Counselor & Importance of Confidentiality
Week 3	Importance of Crisis Intervention Techniques in times of disaster, emotional distress
Week 4	Geriatric Mental Health Issues
Week 5	Suicide Prevention/Postvention
Week 6	Review of the APA Code of Ethics Review of Nebraska Licensure Laws Self-care with the formation of your personal
Week 7	Diversity Influences in Clinical Mental Health and/or Sexual Orientation
Week 8	The Aftermath of Violence-sudden death, murder, trauma, sexual violence
Week 9	Future of Clinical Mental Health Practice

Assigned Textbook Reading/Presentations (*Learning the Art of Helping*) Students will do a 4-5 page reflection on the assigned textbook readings for the week. In other words, reflect on what you took from the reading and how would you apply this information in the real world OR one of the exercises at the end of one of the assigned chapters for the week.

Assigned text readings:	Week 2 - Chapters 1-3
	Week 3 – Chapters 4-6
	Week 4 – Chapters 7-8

Week 5 – Chapters 9-10  
Week 6 – Chapter 11  
Week 7 – Chapter 12  
Week 8 – Chapter 13  
Week 9 - No Assignment

### Class Participation

A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

**Integrating class readings into participation:** Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,

**Interaction in classroom discussions:** Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,

**Interaction in classroom learning activities:** Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

**Attendance:** There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

**Professional Performance Evaluation (PPE):** This is the professional performance evaluation by the instructor that is an indirect assessment and considered to be a critical measurement of growth, and is utilized in assessing readiness for promotion to a different level.

**Course Evaluations:** Each student is requested to complete course evaluations to assist with ongoing assessment of curriculum, teaching strategies, e.g.

**Remediation of Identified Deficits:** The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

**Rubric Descriptions:** A variety of rubrics specific to this course will be utilized, and are embedded in LiveText assignments.

**LiveText/Blackboard Usage:** LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Website Resources:** Will be identified by instructor as needed.

**Classroom Conduct, Confidentiality & Ethics:** Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards

and is expected to be of the highest standard. Further explanation of these standards is found at the 'Introduction to Counseling' Blackboard site.

**Cell Phone Use:** Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

**Accommodating Students with Special Learning Needs:** Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Statement about Diversity:** The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

**Questions, Concerns, Grievances:** Students are encouraged to schedule an appointment to talk with the instructor, if you have any issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

**Plagiarism and Collaboration:** The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program. Further explanation of issues relating to plagiarism is found in the Student Handbook.



### Tentative Schedule

<b>Week</b>	<b>Topic</b>	<b>Readings/ video reviews</b>	<b>Direct &amp; Indirect Artifacts: Signature Assessments</b>	<b>Suggested Timelines</b>
<b>Week 1</b>	What Is Counseling and Who Is the Counselor, Professional Associations in Counseling and Related Fields, Characteristics of the Effective Counselor	Neukrug Chapters 1, 2, 3 Young Chapters 1, 2, 3		
<b>Week 2</b>	Predecessors to the Counseling Profession: From Early Antiquity to Early Social Work, Psychology, and Psychiatry-- History of the Counseling Profession-- Ethics in Counseling and Related Fields	Young Chapter 4 & 5- Invitational Skills Neukrug 4 &5, 9	<b>Journal 1 due</b> Characteristics of a Counselor & Importance of Confidentiality	
<b>Week 3</b>	Paraphrasing Skills Reflecting Skills: Reflecting Meaning and Summarizing	Young Chapter 6, 7, 8	<b>Journal 2 due</b> Importance of Crisis Intervention Techniques in times of disaster, emotional distress	3 interviews completed
<b>Week 4</b>	Challenging Skills	Young Chapter 9	<b>Journal 3 due</b> Geriatric Mental Health	

			Issues	
<b>Week 5</b>	Assessment and the Initial Interview-- Goal-Setting Skills	Young Chapter 10, 11	<b>Journal 4 due</b> Suicide Prevention Postvention	6 interviews completed
<b>Week 6</b>	Accreditation in Counseling and Related Fields-- Credentialing in Counseling and Related Fields Analysis of Agency/Educational Setting Due Change Techniques	Neukrug Chapter 7, 8	<b>Journal 5 due</b> Review of the APA Code of Ethics & Nebraska Licensure Laws Self-care with the formation of your personal plan	
<b>Week 7</b>	Multicultural Counseling and Social Justice Work: The Fourth and Fifth Forces Outcome Evaluation and Termination Skills	Neukrug Chapter 10 Young Chapter 13	<b>Journal 6 due</b> Diversity Influences in Clinical Mental Health and/or Sexual Orientation	9 interviews completed
<b>Week 8</b>	Curative Factors	Young Chapter 13	<b>Journal 7 due</b> The Aftermath of Violence- sudden death, murder, trauma, sexual violence	12 interviews completed
<b>Week 9</b>	Current Issues and Future Trends in the Counseling Profession	Neukrug Chapters 6	<b>Journal 8 due</b> Future of Clinical Mental Health Practice	15 interviews completed

*\*The above schedule and procedures are subject to change in the event of extenuating circumstances*

## **CACREP STANDARDS ASSESSED**

### **CLINICAL MENTAL HEALTH COUNSELING**

- A. 1. Understands the history, philosophy, and trends in clinical mental health counseling.
- A. 5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
- A. 9. Understands the impact of crises, disasters, and other trauma-causing events on people.
- C. 1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
  - C. 5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
- C. 7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
- C. 8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
  - D. 1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
  - D. 2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
  - D. 3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
  - D. 5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
- E. 1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
- E. 2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
  - E. 3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- E. 5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

F. 3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

G. 1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

H. 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

H. 2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

H. 4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

I. 3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. 1. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. 2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

K. 2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

## Interview Tape Protocol

# **You are not a therapist!!!!!!!!!!!!!!!!!!!!!!**

No questions.

Do not interview anyone under 21 years of age.

Do not interview anyone you know.

Try to incorporate as many interview skills as possible.

Outside of class interviews should be 45-50 minutes in length.

Get release forms signed before taping/interviewing.

The interviewee or information given by the interviewee should not be recognized by others if you choose to present it to the class.

All information about the interviewee is confidential.

If doing a video tape, tape only you. Makes sure your equipment is working!

At the end of the term, all interview release forms are to be handed in to the instructor (Week 9).

## Observer's Guide for Interview Skills

1. Focusing and following: (includes eye contact, verbal and non-verbal following)
2. Reflecting feeling: (accurate identification and reflection of interviewee's emotion)
3. Reflecting content: (clear verbal reflecting of the content of interviewee's statements)
4. Developing an individual style: (use of skills appears comfortable and congruent)
5. Communicating feeling and immediacy: (appropriate communication of feelings and thoughts in the context of the interview)
6. Confronting: (verbally note discrepancies or inconsistencies in interviewee's behavior without value judgments)
7. Self-disclosing: (use of self disclosure when appropriate)
8. Information giving: (orienting statements, instructions, feedback, reframe or other information statement when appropriate)
9. Integrating: (verbally reconstructing the interviewee's narrative to assist the interviewee in attributing meaning to his/her narrative)
10. Structuring for information and action: (assist interviewee in examining issues, considering alternatives in making his/her own decisions)
11. Enlisting cooperation: (using verbal and non-verbal skills to decrease interviewee discomfort and to increase client cooperation)
12. Putting it all together: (interventions which combine two or more of the previous skills)

***Master of Arts in Counseling  
Doane College***

**Participant Consent to Make Video/Audio Tape Recordings of  
Interviews**

I hereby consent to having my interview with a counselor-in-training from the Doane College Master of Arts in Counseling program recorded on video or audiotape. I understand that the tape will contain no means of identifying me, such as my full name, and that the counselor-in-training will erase the tape(s) no more than 90 days after the completion of the training period. I also understand that I can withdraw this permission at any time.

The tape is for the purpose of supervising the professional education of the counselor-in-training and is subject to the confidentiality and duty to warn safeguards found in the ACA and APA codes of ethics.

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Participant's name – PLEASE PRINT

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Participant's Signature

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Date

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Counselor-in-Training Name – PLEASE PRINT

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Date

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Counselor-in-Training Signature

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Date

***Master of Arts in Counseling  
Doane College***

***Participant Consent to Interviews***

I hereby consent to interviewing with a counselor-in-training from the Doane College Master of Arts in Counseling program. I also understand that I can withdraw this permission at any time. By signing this consent form, I acknowledge that I am over the age 19.

The interview is for the purpose of supervising the professional education of the counselor-in-training and is subject to the confidentiality and duty to warn safeguards found in the ACA and APA codes of ethics.

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Participant's name – PLEASE PRINT

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Participant's Signature

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Date

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Counselor-in-Training Name – PLEASE PRINT

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Date

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Counselor-in-Training Signature

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Date



## Reflection Critique Criteria

Demonstrated a recognition and acceptance of the limits of their own competencies and expertise.

Critique of articles showed how this information will help them understand and enhance their learning in this class.

Demonstrated through their reflections commitment to seeking out educational, consultive, and training experiences to improve understanding and effectiveness as a therapist.

Reflections for this week revealed competency in using knowledge and skill and adapting understanding in a variety of appropriate and demanding contexts.

Student shows an awareness of institutional barriers that prevent use of services.

Demonstrate a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy.

Student makes their view more plausible by considering the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.

There was an awareness of personal stereotypes and preconceived notions toward others in their writings for the week.

Demonstrated an understanding of personal impact on others including communication style differences, as well as sensitivity to the impact of their style in counseling.

Student understands the need to respect the client's religious and spiritual beliefs and values, including attributions and taboos and their effect on world-views, psychosocial functioning, and expressions of distress.

Student seems aware of their prejudices and knows the strengths and limits of their understanding.

Inferences are sound, meets reasonable and relevant standards of understanding; justifiable and reasonable conclusions.

Student demonstrated a willingness to contrast personal beliefs and attitudes with those who are culturally different clients in a nonjudgmental fashion.

Student demonstrated an active involvement with minority individuals outside of the counseling setting to maintain more than an academic understanding of the issues.