



# DOANE UNIVERSITY

## SYLLABUS

COU 601 Counseling Skills and Techniques

### Course Content

<i>Course Number:</i>	COU 601
<i>Course Title:</i>	Counseling skills and Techniques
<i>Course Dates:</i>	August 13 – October 13, 2018
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Courtney R. East, PhD, NCC
<i>Office Phone:</i>	402-467-9025
<i>Office Email:</i>	courtney.east@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Monday 6:00pm-10:30pm

### Course Description

This course provides an orientation to counseling as a helping profession and addresses the importance of establishing and maintaining a therapeutic relationship. Focus is placed on developing the essential listening and interviewing skills necessary for effective counseling. The course emphasizes counselor self-awareness and counselor development, and includes the use of recorded counseling interviews and role-plays. Students are exposed to culturally responsive helper skills.

#### **Course Objectives:**

- Student will identify ethically appropriate counseling skills in relation to foundational philosophical counseling beliefs in various counseling settings.
- Students will understand the importance of state and national professional organizations and the role of government in professional bodies

- Students will recognize their personal role in developing therapeutic relationships and utilize techniques and skills to develop these specific relationships.
- Student will adapt skills and strategies learned for application in a multicultural society and with a diverse client population.
- Students will apply written and verbal feedback effectively to shape counseling development and the implementation of counseling skills.
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**REQUIRED TEXT:**

Cochran, J. L., & Cochran, N. H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships* (2nd ed.). New York: Routledge, Taylor & Francis Group. ISBN: 978-0-415-71243-9

Kottler, J. A. (2017). *On being a therapist* (5th ed.). New York, NY: Oxford University Press. ISBN: 978-0-190-64154-2

<p><b>CACREP Standards Addressed in this Course</b></p>
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Program Objectives	Standard Identifier	Standard	Assessment
P.O. 1	2.F.1.a	history and philosophy of the counseling profession and its specialty areas	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 2	2.F. 5.m	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 1	2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current issues	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> <li>• Poster Presentation Development</li> </ul>
P.O. 1	2.F.1.g	professional counseling credentialing, including certification,	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>

		licensure, and accreditation practices and standards, and the effects of public policy on these issues	
P.O. 1	2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 9	2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	<ul style="list-style-type: none"> <li>• Weekly Practice Reflection Journal</li> </ul>
P.O. 9	2.F.1.l	self-care strategies appropriate to the counselor role	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 2	2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 5	2.F.2.f	help-seeking behaviors of diverse clients	<ul style="list-style-type: none"> <li>• Weekly Practice Reflection Journal</li> <li>• Session Evaluation</li> </ul>
P.O. 5	2.F.5.f	counselor characteristics and behaviors that	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly</li> </ul>

		influence the counseling process	Practice Reflection Journal
P.O. 5	2.F.5.g	essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>
P.O. 1	5.C.1.a	history and development of clinical mental health counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 1	5.C.2.k	professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 1	5.C.2.l	legal and ethical considerations specific to clinical mental health counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
P.O. 7	5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>
P.O. 5	5.C.3.b	techniques and interventions for prevention and treatment of a broad range of mental	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection</li> </ul>

		health issues	Journal
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### Measurement of Outcomes

Assignments (Direct): Poster Presentation, Weekly Reading Assignments

Instructor Evaluations (Indirect): Session Evaluation, Weekly Session Reflection Journal

### Instructional Methods

This class will include: Direct Lecture, Experiential Activities, Group Activities, Direct Application of Knowledge, and Discussion

### Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Reading questions are included as part of your final grade for this course. Be reflective and apply the content to the best of your ability. The more you try to incorporate the new knowledge and skills now the better prepared you will be for future application of this content.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion and role-plays of skills. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now!

Course Requirements
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**1. Weekly Reading Assignment Questions: LiveText (20 points each; 180 points total)**

You are given a reading assignment to complete prior to each class meeting including discussion-based questions. This means that you are asked to thoroughly answer each question based on your understanding of the reading assignment for the week. Your answers to these questions should be uploaded as a word document to the corresponding assignment in Livetext. These questions are in-depth questions designed to ensure you have some grasp on the content. Any issues/questions about the assignments should be addressed via email to the instructor at least one day prior to class meeting times.

**2. Poster Presentation Development: In Class (80 points)**

You are asked to work in a group to develop a poster presentation applying the skills and knowledge you have gained in this class to a specific population. Your group may choose any population of clients you would like. These may include: Adults, Adolescents, Children, Elderly, Couples, Families, Same-Sex Couples, Foster Children, Adopted Children, Incarcerated Individuals, etc. Your group will develop a content driven poster that will apply a skill(s) to the population you choose. Content should be gathered from academic and peer reviewed sources. These posters will be presented to the class on the last day of the regular term. Additionally, your group may decide to present the poster at the Nebraska Counseling Association Conference during the graduate student poster session. See the instructor for more information.

**3. Weekly Practice Reflection Journal: LiveText (20 Points each; 140 points total)**

You are asked to meet with your student partner once a week to practice applying the skills learned in this class. During this time you will each practice being the counselor, applying skills learned in class, and giving each other feedback on your application of skills and content. You should also keep a weekly journal of these practice sessions reflecting on your professional development and also your application of skills. These journals should be uploaded to LiveText prior to each weekly class meeting. The instructor will give you feedback on your personal reflection and development.

**It is up to student discretion what topic you discuss in your weekly meeting with your peer.** As the client it is your job to make sure that you have some topic to discuss with your partner. You may choose to develop a persona for this activity but your persona must be consistent across all practice sessions. A topic you choose should have a minimum of emotional content (i.e., frustration,

excitement, embarrassment, anger, happiness, etc.) for your partner to practice applying counseling skills. Students may discuss personal issues/experiences if they choose but the issues/experiences should be surface level not a major issue/experience that is something you would seek professional counseling for (i.e., marriage/relationship breakdown/divorce, psychosis issues, personal traumatic experiences, etc.).

#### 4. **Taped Practice Sessions for Evaluation: Google Drive (pass/fail) (Program Key Performance Indicator)**

You will record three of your weekly practice sessions and submit them for review through Google drive. The dates for submission of these recordings are on the class tentative schedule. Upon submission of each recording the instructor will use the Practice Session Rubric that corresponds with each session, the rubric is attached and available on blackboard, to assess each recorded session.

Additionally, students will be given feedback on each assessed session. Each recorded session, turned in for an assessment, must meet the criteria for the following length: Session 1: 30 minutes; Session 2: 50 Minutes; Session 3: 50 Minutes

Students must get a 3 or 4 on each area of the Practice Session Rubric to move on to the next required taped session. **All assessment sections of each submitted recorded session must be passed with a 3 or 4 for the student to successfully earn a grade for the class.** Should a student get a 1 or 2 on any section, they will be asked to submit an additional tape for assessment applying written feedback given on the previous submitted tape. Should the student get a 1 or 2 on the additional tape they will meet with the instructor and be given verbal feedback on their recorded session and asked to submit an additional recording. Verbal feedback may include role-playing with the instructor. Should the student not gain a 3 or 4 in all areas in the third submitted tape then a remediation plan will be implemented.

Evaluation Criteria
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#### **Final Grade**

The final grade will be based on the following criteria as well as successful completion of ALL taped practice sessions:

Weekly Reading Assignments	45%
Poster Presentation	20%
Weekly Session Reflection Journals	35%

#### **Grading Scale:**

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	62.9-60		

### Expectations

1. **Attendance and Participation:** It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and reading questions. Additionally, prepared means that you have any assignments due that day completed prior to attending class. Should you miss **MORE THAN TWO CLASSES** you will not receive a passing grade for this class.
2. **Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
3. **Late Assignments:** Students will receive a **5 point deduction** for all late assignments. This includes all reading questions, which should be completed prior to class meeting time. The instructor will not be available to help with technological issues the day of class, you are encouraged to complete reading assignments and questions any day prior to class day, however you are open to complete them before class if you choose.

Recorded sessions are due in the Google drive folder the day specified on the class schedule. These tapes must be assessed and feedback given in a timely manner because should you need to redo a tape each student will need time to make up that session prior to the next tape being due. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

4. **Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only.



Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.

5. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will at minimum be given a zero for that assignment.
  
6. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

Tentative Schedule
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Date	Topic	Reading Assignment	Assignment Due
Week 1 3/12/2018	-What is a counselor  -The therapeutic relationship (2.F.1.k, 2.F.2.a, 2.F.2.h, 2.F.5.f)	Kottler; Chapter 1,2 pg 1-29  Cochran & Cochran Chapter 1 pg 6-22	<ul style="list-style-type: none"> <li>• Reading Assignment Due 3/17/18</li> </ul>
Week 2 3/19/2018	<ul style="list-style-type: none"> <li>- Professional Listening</li> <li>- Therapeutic Reflecting (2.F.5.f, 2.F.5.g, 5.C.3.b)</li> </ul>	Cochran & Cochran; Chapter 2 pg 23-47	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal</li> <li>• Reading Assignment</li> </ul>
Week 3 3/26/2018	-Empathy (2.F.2.a, 2.F.2.h, 2.F.5.g, 5.C.3.b)	Cochran & Cochran; Chapters 3,4 pg 48-88	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal</li> <li>• Reading Assignment</li> <li>• <b>Recorded Session 1</b></li> </ul>
Week 4 4/2/2018	-Unconditional Positive Regard	Cochran & Cochran; Chapters 5,6 pg 89-138	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal</li> <li>• Reading</li> </ul>

	(2.F.1.k, 2.F.5.f, 2.F.5.g, 5.C.3.)		Assignment
Week 5 4/9/2018	-Gathering information, assessment, and confidentiality  -Creating client goals  -Getting and keeping a session on track  (5.C.3.a, 5.C.3.b, 2.F.5.g, 2.F.2.f, 2.F.1.i, 5.C.2.l)	Cochran & Cochran; Chapters 7,8,9 pg 139-198	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>
Week 6 4/16/2018	-Unique professional aspects of being a counselor; Background of development of mental health counseling  -Self-Disclosure  -Consultation  -Boundaries  (2.F.1.a, 2.F.1.k, 2.F.1.l, 5.C.1.a)	Kottler; Chapters 3,5 pg 31-50; 65-77  Pistole M.C. & Roberts A. (2002). Mental health counseling: Toward resolving identity confusions. <i>Journal of Mental Health Counseling</i> (24,1), 1-19	<ul style="list-style-type: none"> <li>• <b>Recorded Session 2</b></li> </ul>
Week 7 4/23/2018	-Clients in crisis  -Termination  (2.F. 5.m, 2.F.2.f)	Cochran & Cochran; Chapters 10,11 pg 199-263	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>
Week 8 4/30/2018	-Issues with frustration  -Burnout  (2.F.1.i, 2.F.1.k,	Kotter; Chapters 9 pg 135-162	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>

	2.F.1.l)		<ul style="list-style-type: none"> <li>• <b>Recorded Session 3</b></li> </ul>
Week 9 5/7/2018	<ul style="list-style-type: none"> <li>-Importance of Professional Organizations</li> <li>-Nebraska Licensure Process</li> </ul> <p>(2.F.1.f, 2.F.1.g5.C.2.k)</p>	See: necounseling.org counseling.org	<ul style="list-style-type: none"> <li>• <b>Poster Presentations</b></li> <li>• Reading Assignment</li> </ul>

### Course Declarations

**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.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up 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.

#### **Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

#### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

### **Academic Support Center**

The Academic Support Center (ASC) located in room 204 of the Fred Brown Building offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: [terese.francis@doane.edu](mailto:terese.francis@doane.edu). Students are encouraged to seek support from the ASC sooner rather than later.

**Changes in Syllabus:** Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.





**Session 1: Practice Session Grading Rubric**  
**Part I: Counseling Skills & Therapeutic Conditions (as demonstrated in recorded mock counseling session)**

Score	Primary Counseling Skill(s) (2.F.5.g, 5.C.3.b)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
	<b>Nonverbal Skills</b>	<b>Body Position, Facial expressions Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence (matches client)</b>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy.	Demonstrates effective nonverbal communication skills.	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
	<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship.	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship.	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
	<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client’s goal attainment.	Demonstrates ability to focus &/or refocus counseling on client’s goal attainment.	Demonstrates inconsistent ability to focus &/or refocus counseling on client’s therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client’s therapeutic goal attainment.	Superficial, &/or moves focus away from client
	<b>Facilitate Therapeutic Environment</b>	<b>Expresses care. Counselor is “present” and open to client.</b>	Demonstrates consistent ability to be empathic & uses appropriate responses.	Demonstrates ability to be empathic & uses appropriate responses for the majority of counseling session.	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client

		<b>(includes immediacy and concreteness)</b>					
	<b>Facilitate Therapeutic Environment</b>	<b>Counselor expresses appropriate respect</b>	Demonstrates consistent ability to be respectful, accepting, & caring with clients.	Demonstrates ability to be respectful, accepting, & caring with clients for the majority of counseling session.	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client



## Part 2: Counseling Dispositions & Behaviors (as demonstrated in recorded session, class, and written assignments)

Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
	<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
	<b>Multicultural Competencies (2.F.2.a)</b>	<b>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others
	<b>Self-awareness &amp; Self-understanding</b>	<b>Demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called "beliefs") and the effect of "self" on his/her work with clients in a</b>	Demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.	Complete lack of self-awareness &/or imposes beliefs on client

		reflection paper.					

**\*\*\* Students MUST earn a score of 3 or 4 in each skill above in order to move on to Session 2.**

**Session length\_\_\_\_\_**

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## Session 2 Grading Rubric

### Part I: Counseling Skills & Therapeutic Conditions

Score	Primary Counseling Skill(s) (2.F.5.g, 5.C.3.b)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
	<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</b>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy.	Demonstrates effective nonverbal communication skills.	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
	<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about...", "Hmm"</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship.	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship.	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
	<b>Reflecting Paraphrasing</b>	<b>Basic Reflection of Content – Paraphrasing</b>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing.	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots
	<b>Reflecting Reflection of Feeling</b>	<b>Reflection of Feelings</b>	Demonstrates appropriate use of reflection of feelings as a primary approach.	Demonstrates appropriate use of reflection of feelings.	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots

	<b>Reflecting Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp; future plans</b>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans.	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans.	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots
	<b>Addressing Thoughts, Emotions, and Actions</b>	<b>Exploring, reflecting, and attending to thoughts, feelings, and behaviors</b>	Demonstrates ability to explore, reflect, and connect thoughts, feelings, and behaviors.	Demonstrates ability to attend to thoughts, feelings, and behaviors.	Demonstrates ability to attend to some of these components, but not all. Minimal exploration in one or more areas.	Demonstrates limited ability to attend to thoughts, feelings, and behaviors.	Ignores one or more areas.
	<b>Advanced Reflection (Meaning)</b>	<b>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</b>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling session.	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session.	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots
	<b>Goal Setting (5.C.3.a)</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established
	<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment.	Demonstrates ability to focus &/or refocus counseling on client's goal attainment.	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client
	<b>Facilitate Therapeutic Environment</b>	<b>Expresses accurate empathy &amp; care. Counselor is "present" and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses.	Demonstrates ability to be empathic & uses appropriate responses.	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
	<b>Facilitate</b>	<b>Counselor expresses</b>	Demonstrates consistent ability to be respectful,	Demonstrates ability to be respectful, accepting, & caring	Demonstrates inconsistent ability to be respectful,	Demonstrates limited ability to be respectful,	Demonstrates conditional or

	<b>Therapeutic Environment</b>	<b>appropriate respect &amp; unconditional positive regard</b>	accepting, & caring with clients.	with clients.	accepting, & caring.	accepting, &/or caring.	negative respect for client
	<b>Awareness of client needs (5.C.3.a)</b>	<b>Counselor is aware of the client's needs and interventions are directed toward meeting these needs.</b>	Demonstrates the ability to match interventions appropriately to client's needs, including consideration for therapeutic relationship, readiness for change, and therapeutic goals.	Demonstrates the ability to match interventions appropriately to client's needs.	Demonstrates limited ability to match interventions appropriately to client's needs.	Demonstrates a inappropriate intervention for client's goals, readiness, or for the therapeutic relationship.	Demonstrates a lack of awareness of client's needs.
	<b>Confrontation/Develop Discrepancies</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed and therefore appropriately <i>not</i> used.	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive

## Part 2: Counseling Dispositions & Behaviors

Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
	<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
	<b>Multicultural Competencies (2.F.2.a)</b>	<b>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others
	<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Demonstrates engagement in learning &amp; development of his</b>	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth &	Expresses lack of appreciation for the profession &/or is apathetic in

		<b>or her counseling competencies.</b>				development.	promoting his or her professional and personal growth & development.
	<b>Openness to Feedback</b> (2.F.1.m)	<b>Responds non-defensively &amp; alters behavior in accordance with supervisory feedback.</b>	Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory feedback & does <i>not</i> implement suggested changes.	Defensive &/or disrespectful when given supervisory feedback.
	<b>Flexibility &amp; Adaptability</b>	<b>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</b>	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.
	<b>Self-awareness &amp; Self-understanding</b> (2.F.1.k)	<b>Demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients in a reflection paper.</b>	Demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.	Complete lack of self-awareness &/or imposes beliefs on client

**Session length\_\_\_\_\_ (points deducted for sessions over or under 45-50 minutes)**

**\*\*\* Students MUST earn a score of 3 or 4 in each skill above in order to move on to Session 3.**

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Adapted by B. Sandusky

## Session 3 Grading Rubric (Program Key Performance Indicator)

### Part I: Counseling Skills & Therapeutic Conditions

Score	Primary Counseling Skill(s) (2.F.5.g, 5.C.3.b)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
	<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</b>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy.	Demonstrates effective nonverbal communication skills for the majority of counseling session.	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
	<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about...", "Hmm"</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship.	Demonstrates appropriate use of encouragers for the majority of counseling session, which supports development of a therapeutic relationship.	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
	<b>Questions</b>	<b>Use of Appropriate Open Questioning</b>	Demonstrates appropriate use of open & close-ended	Demonstrates appropriate use of open & close-ended questions for	Demonstrates inconsistency in using open-ended	Uses open-ended questions sparingly &	Uses multiple questions at one



			questions, with an emphasis on open-ended question.	the majority of counseling session.	questions & may use closed questions for prolonged periods.	with limited effectiveness.	time
	<b>Reflecting Paraphrasing</b>	<b>Basic Reflection of Content – Paraphrasing</b>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach.	Demonstrates appropriate use of paraphrasing (majority of counseling session).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots
	<b>Reflecting Reflection of Feelings</b>	<b>Reflection of Feelings</b>	Demonstrates appropriate use of reflection of feelings as a primary approach.	Demonstrates appropriate use of reflection of feelings (majority of counseling session).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots
	<b>Reflecting Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp; future plans</b>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans.	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling session)	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots
	<b>Facilitate Therapeutic Environment</b>	<b>Expresses accurate empathy &amp; care. Counselor is “present” and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses.	Demonstrates ability to be empathic & uses appropriate responses.	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
	<b>Facilitate Therapeutic Environment</b>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Demonstrates consistent ability to be respectful, accepting, & caring with clients.	Demonstrates ability to be respectful, accepting, & caring with clients.	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client
	<b>Feedback about the client’s treatment progress (5.C.3.a)</b>	<b>Provides the client with feedback about the progress in counseling.</b>	Demonstrates the ability to provide the client with information about their progress in session and across the counseling process; ability to make recommendations	Demonstrates the ability to provide the client with information about their progress across the counseling process.	Demonstrates limited ability to provide the client with information about their progress across the counseling process.	Demonstrates minimal ability to provide the client with information about their progress across the counseling process.	Demonstrates judgment when providing feedback. Avoids providing feedback.

			about continued work or maintenance.				
	<b>Assessment (5.C.3.a)</b>	<b>Identifies client's progress and indicators of success or challenges in meeting therapeutic goals.</b>	Demonstrates the ability to identify client's progress and use specific indicators of success or challenges in meeting therapeutic goals; assess client's progress and long term goals or plans.	Demonstrates the ability to identify client's progress and use indicators of success or challenges in meeting therapeutic goals.	Demonstrates limited ability to identify client's progress and use indicators of success or challenges in meeting therapeutic goals.	Demonstrates minimal ability to identify client's progress and use indicators of success or challenges in meeting therapeutic goals.	Avoids assessing client's progress. Uses inappropriate measures of progress.
	<b>Closing Counseling and the Therapeutic Relationship</b>	Provides client with necessary tools and resources for continuing progress. Closes counseling relationship.	Demonstrates the ability to understand client needs for continuing progress made. Collaborates with the client to develop a plan for maintenance (e.g., relapse prevention, referrals, etc.). Closes counseling relationship in a manner that reinforces the therapeutic relationship.	Demonstrates the ability to understand client needs for continuing progress made and to assist in developing a plan for maintenance (e.g., relapse prevention, referrals, etc.). Closes counseling relationship appropriately.	Demonstrates limited ability to understand client needs for continuing progress made and assist in developing a plan for maintenance (e.g., relapse prevention, referrals, etc.). Closes counseling relationship.	Demonstrates minimal to no understanding of client needs for continuing progress made. Assigns a plan for maintenance (e.g., relapse prevention, referrals, etc.). Closes counseling relationship in appropriately.	Avoids discussion about continuing progress and/or closing the relationship. Abruptly ends counseling.

## Part 2: Counseling Dispositions & Behaviors

Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
	<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
	<b>Multicultural Competencies (2.F.2.a)</b>	<b>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation,</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others

		<b>disability, SES, etc.)</b>					
	<b>Self-awareness &amp; Self-understanding</b> (2.F.1.k)	<b>Demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called "beliefs") and the effect of "self" on his/her work with clients in a reflection paper.</b>	Demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.	Complete lack of self-awareness &/or imposes beliefs on client

**Session length\_\_\_\_\_ (points deducted for sessions over or under 45-50 minutes)**

**\*\*\* Students MUST earn a score of 3 or 4 in each skill above in order to pass this assignment.**

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