Fall 2015

EDGC 6430

Zarus Watson

University of New Orleans

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Syllabus
Counseling Techniques
EDGC 6430
Fall Semester - 2015

Professor:
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Doctoral Coaches
Daphnie Domino;
Jonathan Porter;
Nasima Khan;
Stephen Shockey;
Anabel Misfud

Catalog Description
The nature of counseling and its relationships to theoretical concepts. Lab experience required.
Prerequisites: None

Course Description
This is a skills-based course designed to introduce students to the art and science of counseling and the early stages of the helping process. This goal will be met through the application of counseling theory to counseling practice. The art of counseling refers to the personalization the counselor brings to the counseling relationship and includes establishing a positive rapport with the client. The science of counseling includes critical thinking, assessment, use of data, and evaluation. Throughout this course, we will employ role plays and practice sessions to explore the ways in which theory informs practice and how counseling practice informs theory development.

Required Text

The textbook has an accompanying CD to help you strengthen your counseling practice skills. You are encouraged to review the CD, view the MyHelpingLab videos, take the On-line Quizzes and use the Flashcards before each class.

Instructional Objectives Aligned with CACREP Standards
1. Students will develop an orientation to wellness and prevention as desired counseling goals. (CACREP II. G. 5. a.)
2. Students will develop an awareness of counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences. (CACREP II. G.5.b)
3. Students will develop an awareness of “self as counselor,” along with characteristics that influence the counseling process, including being able to accurately identify their areas of counseling strengths and areas in need of improvement. (CACREP II. K. 5. b.)

4. Student will develop essential interviewing and counseling skills. (CACREP II.G.5.c)

5. Students will demonstrate an understanding of the counseling process. (CACREP II. G. 5. c.)

6. Students will demonstrate the ability to establish a helping relationship using basic counseling skills. (CACREP II. G. 5. c.)

7. Students will demonstrate effective listening and response skills during counseling sessions. (CACREP II. G. 5. c.)

8. Students will be able to identify and respond to client’s nonverbal behavior. (CACREP II. G. 5. c)

9. Students will become proficient in receiving and providing substantive feedback. (CACREP II. G. 5. c)

10. Students will develop self-care strategies appropriate to the counselor role. (CACREP II.G.1.d)

11. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP II.G.1.j)

12. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients. (CACREP II.G.2.b).

13. Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body. (CACREP II.G.2.e)

14. Students will understand professional issues relevant to the practice of clinical mental health counseling. (CMHC.C.9)

15. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CMHC.D.2)

16. Applies effective strategies to promote client understanding of and access to a variety of community resources. (CMHC.D.4)

17. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (SC.D.1)

**CACREP Standards Assessed in this Course:**
- CMHC.C.9; CMHC.D.2
- SC.D.1

**Methods of Instruction**
Each 3-hour class will be divided into two sections. The course will normally consist of 60 minutes of the class time for lecture/discussion (didactic) of the topic for that day and a 90 minute section of the class time dedicated to counseling practice (real-plays; working in small groups with a doctoral coach). The focus will be on the acquisition of the required skills. Moodle will be utilized as a supplement to deliver course instruction and materials. This technology will allow for the downloading of materials before class; relevant handouts and forms will also be located on Moodle.
**Expectations for Students**

All UNO counseling students are required to register for a university e-mail account. Check E-mail weekly throughout the semester.

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**Attendance & Participation Policy**

1. Due to the nature and structure of this class, attendance, punctuality, active class participation, and discussion are essential to the learning process.

2. No absences mean no loss in points from total grade; one unexcused absence means a loss of 5 points from total grade; two unexcused absences means a loss of 10 points from total grade; missing 3 classes will result in a failure for the course, regardless of academic good standing or reason for missing.

3. Two early departures, two late attendances, or a combination of the two will be considered one absence. Habitual tardiness or leaving early is interpreted as an unwillingness to honor your commitment to the field of counseling and as a reflection of your suitability for the field.

4. An excused absence requires written documentation of urgent reasons such as ill health, critical emergencies, or death in family with notification before class if at all possible. Missed work due to unexcused absences cannot be made up. It is your responsibility to see a classmate regarding the information or handouts presented in class that you have missed.

5. Any student receiving a grade of “C” or lower in this course will have to repeat the course before proceeding to advanced counseling techniques.

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**Other Expectations**

1. Come to class having read, watched, and completed the assignments due for that day, and actively participate in class discussions. Participation will be graded on the instructor’s perception of the following criteria: ability to give and receive feedback, insight in counseling theory, professionalism during role-play activities, and ability to demonstrate knowledge of assigned reading.

2. Come to class with an open frame of mind and be willing to take risks in thought, action, and self-expression for the purpose of your learning and self-development. This course is meant to be a beginning of your understanding of counseling skills. You are not expected to have previous counseling experience or knowledge. Don’t let yourself be intimidated (there will be no stupid questions or comments, as long as your heart/intent is in the right place). I hope, you will challenge your fears and push yourself to active participation in an attempt to make yourself the best tool that you can be for your clients in therapeutic relationships.

3. Giving and receiving feedback are two elements for personal and professional growth as a counselor. You will give/receive feedback forms to/from peers, and give verbal feedback to peers regarding their skills development. Feedback will help to develop and nurture a community of counselor’s-in-training and scholars.

4. Respect confidentiality - Active involvement in the class meetings and activities entails a level of personal self-disclosure. Because of the nature of the vulnerability inherent in this, and the trust and openness required, it is extremely important that confidentiality be maintained. Revealing any personal information about classmates, gained from class meetings or activities, is a breach of confidentiality. This level of respect for confidentiality is required for class discussions as well as self-reflective journaling and skill practice.

5. Respect for Diversity - It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-
served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

6. Most of all give it your all, immerse yourself in this study, enjoy and be passionate in your learning. My main hope is that you will be well pleased with how much you will challenge yourself and how much you learn, and that you will be well pleased with the excellent counselor you move to become.

7. Turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones, smart phones and pagers. Do not engage in text messaging during class time; surf the Internet or check email during class. If you do I will ask you to leave and mark you as absent.

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**Student Performance Evaluation Criteria and Procedures**

This is a “hands on” participation based course. In addition to weekly attendance, it is expected that you will practice outside of class several times in between classes. It becomes apparent in the work of those students who choose to practice. Just because passing grades may be attained does not imply passing the class. Interpersonal and communication skills are a must.

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Papers must reflect quality writing skills, creativity, clarity, and depth of thinking. Assignments will be evaluated on your ability to demonstrate a grasp of the subject matter and an ability to synthesize and apply the information presented in readings, lectures, class discussions, and activities. Papers **may not** be written for higher grades.

1. All assignments should follow APA style (6th Ed.). They should be typed, doubled-spaced, 1-inch margins, 12 pt., Times-Roman font, numbered, and stapled. **NO plastic sleeves, folders, or paper clips.** It is recommended that you keep copies of all assignments.

2. Grammar: Proofread your paper for spelling, syntax, sentence construction and typing. Typographical and grammatical errors detract from your work and will be reflected in your grade if they significantly affect my ability to understand your writing and have excessive mistakes. You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better products as a result of that process.

3. Plagiarism: If you copy something or rephrase someone’s ideas, you must cite your source to give the author credit. If you are using someone’s words as your own, you are committing plagiarism and may receive a failing grade.

**Late policy:** All work will be deducted one letter grade if submitted late (papers are collected at the beginning of the class). For example, the highest grade a student could receive for an assignment that is one day late is a “B”. Please do not wait to the last moment to print out your paper as running out of ink, paper, or computer malfunction is an unacceptable excuse. Although I do not accept emailed papers, any paper emailed to me will be reduced one letter grade.

**Academic Honesty:** Academy integrity is fundamental to the process of learning and evaluating Academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Violations of that policy, that is, academic dishonesty, will not be tolerated and cases will be sent to the appropriate university officials for action. Such findings could result in your failing the assignment, your failing the course, your being suspended from the university, etc. Refer to the UNO Judicial Code at [http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm](http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm)
Accommodations: The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and The Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 280-6222 or the Accommodative Testing and Adaptive Technology Center at 280-7284.

Communication
Students will receive a response within 24 hours with the exception of weekends. Emails will have quicker responses than phone.

Important University Dates*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to adjust schedule w/out fee</td>
<td>08/18/2015</td>
</tr>
<tr>
<td>Semester Classes Begin</td>
<td>08/19/2015</td>
</tr>
<tr>
<td>Last day to adjust schedule w/fee, or withdraw with 100% refund</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>Last day to apply for December commencement</td>
<td>…09/25/2015</td>
</tr>
<tr>
<td>Final day to drop a course or resign</td>
<td>10/14/2015</td>
</tr>
<tr>
<td>Mid-semester examinations</td>
<td>10/05-10/09/2015</td>
</tr>
<tr>
<td>Final examinations</td>
<td>12/07-12/11/2015</td>
</tr>
<tr>
<td>Commencement</td>
<td>12/18/2015</td>
</tr>
</tbody>
</table>

*Note: check Registrar’s website for Saturday and A/B sessions, and for items not listed here: http://www.registrar.uno.edu

Fall Semester University Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>09/07/2015</td>
</tr>
<tr>
<td>Mid-semester break</td>
<td>10/15-10/16/2015</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>11/26-11/27/2015</td>
</tr>
</tbody>
</table>

Withdrawal Policy – Undergraduate only
Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar’s website, http://www.registrar.uno.edu. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only
The grade of I means incomplete and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.
Repeat Policy
When a student is permitted to repeat a course for credit, the last grade earned shall be the one which
determines course acceptability for degree credit. A student who has earned a C or better in a course
may not repeat that course unless, (1) the catalog description indicates that the course may be
repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating
circumstances.

Graduate Policies
Graduate policies often vary from undergraduate policies. To view the applicable policies for
graduate students, see the Graduate Student Handbook:

Academic Dishonesty Policy
http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-
rev2014.pdf

Safety Awareness Facts and Education
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense
subject to the same kinds of accountability and the same kinds of support applied to offenses against
other protected categories such as race, national origin, etc. If you or someone you know has been
harassed or assaulted, you can find the appropriate resources here: http://www.uno.edu/student-
affairs-enrollment-management/

UNO Counseling Services and UNO Cares
UNO offers care and support for students in any type of distress. Counseling Services assist students
in addressing mental health concerns through assessment, short-term counseling, and career testing
and counseling. Find out more at http://www.uno.edu/counseling-services/. First-year students often
have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO

Emergency Procedures
Sign up for emergency notifications via text and/or email at E2Campus Notification:
http://www.uno.edu/ehso/emergency-communications/index.aspx. All emergency and safety
procedures are explained at the Emergency Health and Safety Office: http://www.uno.edu/ehso/.

Diversity at UNO
As the most diverse public university in the state, UNO maintains a Diversity Affairs division to
support the university’s efforts towards creating an environment of healthy respect, tolerance, and
appreciation for the people from all walks of life, and the expression of intellectual point of view and
personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of
programming and activities. http://diversity.uno.edu/index.cfm

Learning and Support Services
Help is within reach in the form of learning support services, including tutoring in writing and math
and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at
http://www.uno.edu/lrc/.

Affirmative Action and Equal Opportunity
UNO is an equal opportunity employer. The Human Resource Management department has more
information on UNO’s compliance with federal and state regulations regarding EEOC in its Policies
Course Requirements

Skill Demonstrations
Skills will be presented and demonstrated at each class. Sometime during class, selected students will be asked to demonstrate a particular skill. Students will practice being the counselor and client. The student in the counselor role will receive feedback from the instructor and class members. By the end of the semester, all students will have had a chance to demonstrate the same skills.

Role-Plays
During the second portion of class, you will work with your assigned doctoral coach who will give you feedback on your counseling skills (as well as your peers). In these “role-plays” you will partner with a classmate over a series of sessions, which will enable you to demonstrate the intentional interviewing skills outlined in the text such as gathering data that can help strengthen your ability to conceptualize a case. During this portion of the class, you will participate in individual counseling experiences which require you to: share feelings, talk in a personal way about feelings, stay in here and now, become aware of your own reaction to others and be able to express this; confront with care and respect; give feedback to others; and maintain confidentiality. For these learning activities, you are asked to use material that is real and personal to you and that is appropriate for discussion in the class setting. Some exceptions to disclosing include areas of death, grief and loss, and other issues that can be considered “intense.” The Role Plays are not for therapeutic purposes although personal information may be disclosed, and it will appear as if it is therapeutic. The exchange of considered, respectful feedback in the small practice groups is essential to learning in this course. NOTE: You must prepare two topics for your role-play groups and give your topics to your coach on the first day of your real play group.

Course Assignments

Personal Journal (15%)
You will keep a personal journal throughout the semester which will reflect personal and professional development. You must have an entry for each class, and each entry is worth 2 points each. Even if you miss a class, you must have an entry for that day. These journal entries should be insightful, substantive, written in specific behavioral terms, and include examples. Be sure to include descriptions of moments of sudden insight ("aha" experiences). As the journal reflects each student's individual experience with and approach to the material, lengths may vary widely but you should have at least one page journal entry for each class date.

Each journal entry should be typed and include the date and:
1. Reactions to readings, lectures, skill demonstrations.
2. Reactions to video demonstrations.
3. Reactions to “Real Play” sessions as both a client and counselor. Make sure to include reactions to coach’s and peers’ feedback.

In your final entry, discuss the following in addition to the entries above:
- Discuss if and/or how your fears, goals, or awareness of yourself as a counselor have changed since the beginning of the semester.
- Which skills do you believe you need to strengthen in order to prepare for the future practicum and field practicum experiences?
- Remember, learning the art helping is a journey. What steps have you taken so far? What must you do now to go farther?

**Mid-Term (25%) / Final Juries (40%)**

Here are the details: You are expected to demonstrate your ability to respond to the client in an empathic way, through: (a) consistent and appropriate use of the basic listening skills (b) a consistent ability to empathically respond to the other person’s perspective, allowing her or him to explore it.

For the midterm jury, you will conduct a 10 minute interview segment of a counseling session conducted with a classmate outside of class. For the final jury, you will conduct a 15 minute interview segment using the same client. The midterm jury should present relationship-building skills as discussed; thus, you, as the counselor will stimulate Stage 1 (relationship building and initiating the session). In the final jury, you are expected to build upon the information and skills used in the midterm video and explore the client’s issue.

**Mid-Term Response (10%) / Final Juries Response (10%)**

Both midterm and final juries will include a typed response due 24 hours after the jury.

The response to the counseling interview includes two parts: (1) Introduction and (2) Critique of Session;

1. **Introduction** (often collected before the interview): Description of Client
   a. Client demographics— including relevant cultural variables (age, gender, race, ethnicity, SES, physical/mental disabilities, sexual orientation, religion)
   b. Marital/partner situation, current living situation, child(ren), parental status
   c. Work and/or educational status; previous degrees
   d. Source of referral, # of sessions with you, number of planned sessions
   e. Description of the client’s presenting problem (both content and feeling)

2. **Critique of session** (after the interview, reflecting on the process):
   This section (your critique) is a place for you to reflect on your helper responses and upon the overall session. In other words, at the end of the transcript, provide a page or two reflecting on the overall session: How did you feel about what transpired? What was difficult for you? What were your strengths? What were your weaknesses? What could have been improved on if you had the chance to do it again? What would you change in your next session? What did you learn? In this section, you may also wish to mention any other issues that come to mind as you review the transcript. Be specific in your reflections. Saying that the session was good or went well does not give me insight into your thought and perceptions of the session. Tell me what specifically went well in behavioral terms. Give examples.
Case Notes:

a. Following each counseling practice session where you play the counselor, you will write a case note page. Case notes are a required element of counseling in the “real” world, as they serve as documentation of your work with a client, are needed for billing/reimbursement, and help coordinate care and communicate with other professionals on the treatment team.

b. For the case notes, you MUST use the SOAP (subjective/objective/action/plan) format (Griffith & Ignatavicius, 1986; Kettenbach, 1995) found at the end of the syllabus. The SOAP note format provides a problem-solving structure for the counselor. Because SOAP notes require adequate documentation to verify treatment choices, they serve to organize the counselor's thinking about the client and to aid in the planning of quality client care.

**Grading by Assignment**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Journals (minimum-10 entries)*</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Jury</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm 2-part Response Notes</td>
<td>10%</td>
</tr>
<tr>
<td>Final Jury</td>
<td>40%</td>
</tr>
<tr>
<td>Final 2-part Response Notes</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grade Scale:** A = 90-100%, B = 80 –89%, C = 70-79%, D = 60-69%, F = below 69%

**CLASS CALENDAR (tentative)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Overview of the course, lab orientation, group assignment &amp; introduction of coaches.*</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Helping as a personal journey*</td>
<td>Chap 1</td>
</tr>
<tr>
<td>9/7</td>
<td>LABOR DAY HOLIDAY – NO CLASS</td>
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</tr>
<tr>
<td>9/14</td>
<td>Nuts and Bolts of Helping*</td>
<td>Chap 2</td>
</tr>
<tr>
<td>9/21</td>
<td>The Therapeutic Relationship*</td>
<td>Chap 3</td>
</tr>
<tr>
<td>9/28</td>
<td>MID-TERM JURIES</td>
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<tr>
<td></td>
<td>Clinical coach-based practice</td>
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<tr>
<td>10/5</td>
<td>MID-TERM JURIES</td>
<td></td>
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<tr>
<td></td>
<td>Clinical coach-based practice</td>
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</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Chapter</td>
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<tr>
<td>10/12</td>
<td>MID-TERM JURIES</td>
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<td></td>
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<tr>
<td>10/19</td>
<td>Invitational Skills</td>
<td>Chap 4</td>
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<tr>
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<td>Reflecting Skills: Paraphrasing*</td>
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<td>10/26</td>
<td>Reflecting Skills: Reflecting Feelings*</td>
<td>Chap 5</td>
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<tr>
<td>11/2</td>
<td>Reflecting Skills: Reflecting Meaning &amp; Summarizing*</td>
<td>Chap 6 &amp; 7</td>
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<tr>
<td>11/9</td>
<td>Challenging Skills*</td>
<td>Chap 8</td>
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<td>11/16</td>
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<td>Clinical coach-based practice</td>
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<td>11/30</td>
<td>FINAL JURIES</td>
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<tr>
<td></td>
<td>Preparation for Theoretical Orientation</td>
<td></td>
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</tbody>
</table>
COUNSELING SESSION SUMMARY NOTES (SOAP Notes)

Counselor: _____________________________  Session Date: ___________  Time: _______

Client (Coach): __________________________________________________

GUIDE TO SOAP NOTES

Client Description: Manner of dress, physical appearance, illnesses, disabilities, energy level, general self-presentation. (Only update after first session)

Subjective Complaint: Presenting problem(s) or issue(s) from the client’s point of view. What the client says about causes, duration, and seriousness of issue(s). If the client has more than one concern, rank them based on client’s perception of their importance.

Objective Finding: Counselor’s observation of the client’s behavior during the session. Verbal and nonverbal, including eye contact, voice tone and volume, body posture. Especially note any changes and when they occur (such as a client who becomes restless in discussing a topic). Note discrepancies in behavior.

Assessment of Progress: Counselor’s view of the client, beyond what the client said or did. Continual evaluation of client in terms of emotions, cognitions, and behavior. Identification of themes and patterns in what client says and does. Use of developmental (Erikson, social learning theory) or mental health models (DSM-IV). Include your hypotheses, interpretations, and conceptualization of client.

Plans for Next Session: Plans for client, not for the counselor. Short and long-term goals. How you want to interact with client; what you may plan to respond to in next session with client (follow-up on family issues discussed). Do you plan to help client focus on thoughts, feelings, or behaviors? What particular strategy or theoretical approach might you use? What do you base your plan on?

Plans for Counselor: What reading or research do you need to do in preparation? Practice? What help do you need from your instructor?
CACREP STANDARDS RUBRIC

Course #: ___________________         Student Name: ________________________
Professor:___________________        Semester/Year:________________________

0 = Unacceptable: Student did not meet the standard.
1 = Below Expectations: Student performed below expectations on the standard.
2 = Acceptable:        Student adequately met the standard.
3 = Target:         Student performed above expectations on the standard.

| SC.D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. | Assessed by: Role-plays; Journals; Midterm Jury& Response; Final Jury& Response; Case Notes |
| CMHC.C.9. Understands professional issues relevant to the practice of clinical mental health counseling. | Assessed by: Role-plays; Journals; Midterm Jury& Response; Final Jury& Response; Case Notes |
| CMHC.D.2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. | Assessed by: Role-plays; Journals; Midterm Jury& Response; Final Jury& Response; Case Notes |
| CMHC.D.4. Applies effective strategies to promote client understanding of and access to a variety of community resources | Assessed by: Role-plays; Journals; Midterm Jury& Response; Final Jury& Response; Case Notes |