**Florida Gulf Coast University**

 **MHS 6800: Practicum in Counseling**

 CRN #10214

 **Spring 2011**

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| **Contact Information** | **Office Hours**  | **Class Time/Location** |
| Instructors and Supervisors of Small GroupsBob Masson, Ed.D.rmasson@fgcu.eduRob Gerrick, MA, LMHCrgerrick@fgcu.eduJill Isaacson, MA, LMHCjisaacso@fgcu.edu  | Wednesday and Thursday2pm-5pm (Occasionally I have a meeting that may interfere with these hours, so always best to check)Also, by appointment239-590-7798 | Thursdays 5:00 – 7:45AB 3, Rm 205 Small Group meetings 6:30-7:45 in:AB 3, 205AB 3, 203AB 3, 120 |

1. **Course Catalog Description: Supervised individual counseling for integration and application of knowledge and skills gained in didactic study. Application and permission of the program is required.**
2. **Course Objectives Aligned with CACREP Standards**:

 **General Course Goals**:

1. to provide the student with a plan for integrating relationship skills, counseling theories, and personal beliefs for the purpose of acquiring an overall conceptualization of the structure of the counseling relationship (CACREP Standards II-K:1.a, b, & d; CACREP Standards for MHCs C.5.
2. to give attention to the practice of specific helping skills in order that the student effectively conduct and evaluate counseling sessions (CACREP Standard II-K:5.b; Standards for MHCs c.7)
3. to address ethical and professional issues in counseling (CACREP Standard II-K:5.g.). Program Standards for MHCs A.5,
4. to gain understanding of families and other systems (CACREP Standard II-K 5.d. , Standards for School Counselors: a.7,
5. Specific Objectives. At the completion of the course, the student is expected to:

1. demonstrate and describe the helping process in terms of counselor-client roles as well as the nature of the helping relationship (CACREP Standard II-K.:5.a &b).

2. be aware of certain ethical issues that confront counselors as professionals and be able to recognize and confront these ethical concerns in counseling and supervision sessions (CACREP Standard II-k:5.g).

 3. demonstrate skill and knowledge of such techniques as attending, listening, and empathic understanding (CACREP Standard II-k:5.b.)

4. identify client needs through effective interviewing (CACREP Standard II-k:5.b.)

5. demonstrate skill and knowledge with problem clarification including concrete responding and managing resistance (CACREP Standard II-k:5.b.)

6. demonstrate knowledge and skill with counselor self-disclosure, advanced accurate empathy, and confrontation (CACREP Standard II-k:5.b.)

1. **Instruction: There are two required textbooks for this course:**
	1. Ivey, A., Ivey, M., & Zalaquett, C. (2010). *Intentional interviewing and counseling: Facilitating client change in a multicultural society.* (Seventh Edition). Belmont, CA: Brooks/Cole.

Evans, D., Hearn, M. Uhlemann, M. & Ivey, A. (2011). *Essential Interviewing: a programmed approach to effective communication.* (Eighth Edition). Belmont, CA: Brooks/Cole.

* 1. **Class Meetings**: Classes will meet according to the schedule every Thursday for three hours. The first hour and a half will involve mini-lectures, small group discussions, and demonstrations. The second hour and a half will be spent in small group practice sessions which will include analyses of taped role-play counseling sessions. The reading assignments and chapter activities **should be read before class.**

* 1. **Required Hours**: To meet the practicum requirements, you will need to complete **50 hours total of counseling related activities**; 20 of these hours will be what are called direct hours and 30 will be indirect hours. Students are required to log **20 hours of face-to-face counseling contact.** This means you will have to do the equivalent of **20 hours of practice counseling for the semester. These are your direct hours.** Of these, you will record 5 sessions to submit for evaluation. (Although, I strongly urge that you record every session and review as many as you can.) This requirement means you will do nearly **two (2) counseling hours each week**, once the semester gets rolling. Please plan for this. A session should run between 45 and 50 minutes.
	2. As mentioned above, students will make 5 practice counseling sessions (45-50 minutes each) with outside “clients”. These sessions will be electronically recorded and submitted by way of “yousendit” to your small group supervisor for evaluation. At the discretion of your small group leader, some of these recordings will be reviewed by your colleagues in class. Students will also record “demonstration” counseling sessions that you will bring to your small group supervision sessions on your tape recorder or computer to play for your colleagues and your group supervisor. These sessions, which may be shorter, can add up toward your 20 hour requirement for direct hours.
	3. Students will also log their group supervision and feedback, and review of other students’ tapes as non-contact hours **(30 hours required)**. It’s your responsibility to keep your log, for both direct and indirect hours, accurate and updated (a copy of the log form accompanies this syllabus) and to have it periodically reviewed and signed by your small group supervisor. Indirect hours include class time, so you should have no problem getting these hours.
	4. Plan on recording practice sessions on a **digital recorder that can be downloaded to your computer** and emailed to your supervisor’s account and to other students who will review them. You will be asked to submit two of your tapes (not any sent to your small group leader) to two different colleagues in class and have each, using the form that follows, evaluate your session. They will email their evaluation to you and you will review it and submit it to your small group leader. You will also evaluate the tapes of two different colleagues. You’ll receive written feedback on each of the six recorded sessions by your small group supervisor. Please use “yousentit” in order to safely email your recordings. You will need to use this system when you are actually working with clients.
	5. Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.
	6. I EXPECT EVERYONE TO BE ON TIME. I EXPECT EVERYONE WILL HAVE DONE THE READINGS AND OTHER ASSIGNMENTS ON TIME.
	7. PLEASE, NO SIDE CONVERSATIONS WHILE I’M DEMONSTRATING. THIS IS VERY DISTRACTING; SAVE COMMENTS AND QUESTIONS UNTIL I’M FINISHED.
	8. I RESERVE THE RIGHT TO GIVE A SHORT QUIZ AT THE BEGINNING OF ANY CLASS IN ORDER TO MAKE CERTAIN YOU ARE COMFORTABLE WITH THE READINGS. PLEASE DON’T BE TAKEN BY SURPRISE.

IV. Assignments and Assessments:

# There will be a midterm and a final examination covering BOTH textbooks, the lectures, and other material from the class.

# Assessment CACREP Standard

# Mid-term 25% II-K.5.a, b, c, d, e, & g

#  Final 25% II-K.5.a, b, c, d, e, & g

1. Your small group leader will review 5 recordings of your practice counseling. These recordings should be approximately 40 minutes in length and should reflect the skills on which we are working in class as much as possible. An eight point scale will be used to evaluate each of your sessions. Your group leader will give you specific written feedback on each session. Grades will be assigned to the session according to a rubric that will be provided. Students are expected to meet outside of class to conduct your counseling sessions. You will send the recorded session via email using “yousendit” to your supervisor.

**Assessment CACREP Standards**

#  Skills demonstrated & interpretation 40% II-J.3.a, b, c, d, & e

1. Position paper: Personal Philosophy of & Approach to Helping. This includes

 assumptions, beliefs, and methods/techniques. Length: 500-1000 words.

 **Assessment CACREP Standards**

 Description of Personal Philosophy 5% II-J.1.a, b, c, & d

 **PRIMARY METHODS OF INSTRUCTION**

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| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
| x | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
|  x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  x | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| X | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
| X | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

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#  D. Class attendance and participation 5%

Assignments are expected to be turned in on time. Assignments, in particular recordings, that are turned in late will have points deducted. If the assignment is more than two weeks late, the instructor may refuse to accept it and the candidate will lose all points for that assignment.

Class participation and **attendance** are very important. If you are late class, fail to participate, fail to pay attention to other speakers, or behave in any way which is distracting to the others, points will be deducted.

In addition, evaluation of practicum combines authentic and written examples of learning. To pass this class, candidates must demonstrate knowledge of the techniques (classroom demonstrations, recordings) and express this knowledge in writing (In mid-term and final exams, and Personal Philosophy Paper). In order to pass the course and be eligible to proceed in the counseling program, the candidate must demonstrate at least minimal levels of helping skills. Candidates must also show a standard of behavior that is ethical, accepting of people from other cultures with differing belief systems, and be emotionally capable of managing the stresses associated with being a counselor. Failure to achieve success at this step will result in the student not passing the course.

All required assignments will be given specific scores. Final grades will be computed using the following scale:

A = 93 - 100%, Students are required to receive at least 84 points or better

B = 84 - 92% (an A or B) to pass this course.

 C = 76 - 83 %

 D = 69 – 75 %

 F = Below 69

**V**. **Attached you will find: 1. Reading Assignments and Class Schedules, 2. An Activity Log, 3. A Student Information Form for Us, and 4. A Form For Evaluating Tapes, both yours and your colleagues.**

**Some comments about making recordings:** Although convenient, we’ve found that it’s best to avoid, if possible, recording sessions with relatives, very close friends, spouses and partners, very young children, animals (even those that can talk) and “clients” who are in any way reluctant to participate.

Your clients **cannot** be fellow students. They may be neighbors, friends, and co-workers (especially helpful if you are employed in a counseling related setting) who understand your agenda. It’s always best to explain fully to your role-play partner what you are doing and why. Make sure that he or she has a topic or issue clear in mind that they are comfortable discussing. If not, *make certain that you provide a role to play*. Please don’t deal with *real* issues! If you find your client is bringing up actual life issues in their session, advise them that they may want to see a licensed mental health professional about those issues and ask them to regroup and discuss a made-up issue. Please get specific permission verbally on the tape or in writing from your client to participate and record. *Never* tape without the other person’s knowledge.

Lastly, if you “mess up” a session, rather than turn off your recorder and try to regroup, leave your recorder running and discuss with your “client” what happened and some ways to get back on track. This allows your small group supervisor a chance to hear your thinking and further help you.

PLEASE don’t send a recording of a session to be evaluated to your supervisor with the comment, “…this isn’t my best work”, or “…I hope you can hear this…there was a lot of background noise…”, etc. It is YOUR job to make a recording that is understandable, not our job to try to figure it out. And never send work that doesn’t reflect your best efforts. If you need ideas for client issues, please ask any of the instructors; we have many to share.

**GENERAL INFORMATION FROM THE COLLEGE OF EDUCATION AND THE UNIVERSITY:**

**College of Education LiveText Statement**

The College of Education has adopted the use of **Live Text** software to assist in the assessment of student’s performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to **Live Text** during your first course in the FGCU’s College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. **This is a one-time only purchase, with periodic premiums due.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in **Live Text** that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Academic Dishonesty/Cheating Policy:** All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the "Student Code of Conduct" on page 11, and under "Policies and Procedures" on pages 18 - 24. of the Student Guidebook . All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy.

**Disability Accommodations Services:** Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodation to students with documented disabilities. If you need to request accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me after contacting the Office of Multi Access Services. The Office of Multi Access Services is located in the Student Services building, room 214. The phone number is 590-7925 or TTY 590-7930.

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**More on this course:**

**On the following pages you will find several important items to which you’ll want to pay particular attention. First is the schedule for class meetings and the assignment schedule. You may want to print this off so you have it handy or add it to your on-line calendar.**

**Next there are four forms.** The **first for**m is a log to keep track of your practice activities. You will want to print off several blank copies of this form and use it to document the recorded counseling sessions you do, the recordings of other students to which you listen, your small group activities, and the recordings you listen to after receiving feedback. These forms will be placed in a permanent file for you and will be used to **support your application for licensure.**  **Please** **always make copies of these forms and any similar documents that provide a paper trail of your work.**

Your documentation will be in terms of **“direct” hours, that is hours in which you are engaged in a direct counseling activity, such as seeing a client for counseling, and later in the program, doing an intake session, giving a test or other assessment instrument, interpreting test data, etc. “Indirect” hours are those that support your counseling work; attending staff meetings, receiving supervision, attending class, in-service training, etc.** If you have any questions about this, please ask.

The **second for**m is provided to update your personal information for the program. Please complete it soon and bring a hard copy to class so that it can be placed in your student file.

The **third form** is designed to help you evaluate your counseling sessions and those of your colleagues. You’ll note that the form breaks down the counseling session into “micro-skills”, most of which correspond to the material presented in the book or in class. Not every skill will be apparent in every session. Your group supervisor may use this form to evaluate your recorded sessions or may instead write out a narrative evaluation covering some of the same points.

The **forth form** is an outline to help you organize your thinking regarding your evolving philosophy of counseling. This paper will be due toward the end of the semester when you’ve had a chance to develop your skills further.

**A note about the textbooks:** I have elected to use two textbooks for this class. Unfortunately, they are expensive. And there is some overlap. However, I think they offer sufficiently different material that makes their use important. One text is a programmed approach. I like this book because it gives you very specific instructions which will get you started in your work. This book is titled: “Essential Interviewing”. We’ll refer to it as the “Evans” text; the last name of the first author.

The second text is titled: “Intentional Interviewing and Counseling”. We’ll refer to it as the “Ivey” book, the last name of the first author. This book covers many of the same skills, but in a more general way. More importantly, this book covers broader issues in the counseling process and will give you a more thorough overview as we move through the semester.

**Two important points to keep in mind about the books and class demonstrations**: First, you may not always agree with what is offered as the “correct” response in the textbook for a particular counselor/client interaction. This is okay. However, I would like you to be open to accepting the answer offered as the best possible answer under the circumstances. As you become more skilled as a counselor, you will either better understand why a particular response was selected as the correct response; or you will come up with a better one.

Secondly, we, the teaching team, from time to time may use a variation on the approach presented in the textbooks. Also, you may see our approach to counseling change as the semester moves along. This is not intended to confuse you, but to show you how learning to counsel evolves as we blend the skills we are learning. Just as learning to play tennis or a musical instrument or a language involves putting together the bits and pieces into a more complex set of skills, so this will happen with your counseling.

**Other Resources**: There are excellent Power Points developed by Dr. Abbe’ Finn that I think you’ll find very helpful. Some of these Power Point presentations we will view in class. However, I’m assigning all the Power Points (although I won’t list them in the schedule to save space). You will find these very useful as a way of organizing and summarizing the material and as a good review. Please make sure you read through the appropriate Power Point(s) before class.

CLASS MEETING AND ASSIGNMENT SCHEDULE:

**SP ’11** **MHS 6800 CRN 10214**

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| **Wk/Date** | **Topics, Readings and Related Assignments**  | **Assign. Due** |
| (1) 1-135-7:45pm | Kinds of counseling. Why people come for counseling. Overview of basic skills. | **Check out PPts.** |
| (2) 1-205-7:45pm | Read Article From Consumer’s Reports (Angel)Evans, Chaps 1-4; Ivey, Preface, *As We Begin*, and Chap 1Attending, questioning, reflecting content, intentionality |  |
| (3) 1-275-7:45pm | Evans, Chaps 5-6; Ivey, Chaps 2-3. Reflecting feeling, integrating skills, ethics, more attendingMake a 10 minute tape demonstrating the skills covered so far. Use form to evaluate. | **Demo tape to play in small grp** |
| (4) 2-35-7:45pm | Ivey, Chaps 4-6 Opening communication, observation, and encouraging | **Demo tape** |
| (5) 2-105-7:45pm |  Ivey, Chaps 7-8 More observing and reflecting, integrating skills into a well-formed interview | **Tape # 1 due to be sent to supervisor** |
| (6) 2-175-9pm | Evans, Chap 7; Ivey, Chap 9 Using confrontation to promote client insight | **Demo tape** |
| (7) 2-245-7:45pm | Evans, Chap 8; Ivey, Chap 10 Immediacy, focus and goal setting | **Tape # 2 due for supervisor** |
| (8) 3-35-7:45pm | Evans, Chap 10; Ivey, Chap 11 interpreting reframing | **Mid-term exam****Demo tape** |
|  3-10No class | Spring Break |  |
| (9) 3-175-7:45pm | Evans, Chap 9, 11, 12; Ivey Chap 12 Self-disclosure, providing information, and further exploration | **Tape # 3 due****Colleague review no. 1 due** |
| (10) 3-245-7:45pm | Ivey, Chap 13 Skill integration | **Demo tape** |
| (11) 3-315-7:45pm | Evans, Chap 13; Ivey, Chap 13 Enlisting the client’s cooperation, helping a client make decisions | **Tape # 4 due** |
| (12) 4-75-7:45pm | Evans, Chap 14; Ivey, Chap 14 Putting it all together | **Demo tape** **Colleague review no. 2 due** |
| (13) 4-145-7:45pm | Ivey, Chap 15 Your personal style | **Phil. of Coun. paper due****Tape #5 due** |
| (14) 4-215-7:45pm | Final Exam |  **Supervision logs due** |

**Standards Matrix**



**PRACTICUM CONTACT FORM**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity Log**

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| **Date** | **Activity Description** | **Super Initials** | **DIRECT HRS** | **INDIRECT HRS** |
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|  **TOTALS** |  |  |

### Total Direct + Indirect Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Supervisor’s Signature Date Candidate’s Signature

CANDIDATE INFORMATION

Course name and number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student I.D #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gender \_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e-mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of hours this semester: \_\_\_\_\_

Number of hours working this semester: \_\_\_\_\_\_\_\_\_\_

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fax#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Emergency Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_

Goal Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What type of work do you do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal for taking this course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many other courses have you taken at FGCU? \_\_\_\_\_\_\_\_

How many hours do you need to complete before graduation? \_\_\_\_\_\_\_\_

Other information important to your program:

**Practice Session Evaluation Form**

Student Counselor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Session # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Demonstrated Skills** | Number of times observed |
| Ethical Behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cultural competence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Wellness Focus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintains eye contact |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Appropriate vocal quality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Verbal tracking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Appropriate body language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Positive assets search |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Basic Listening Skills** |
| Closed questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Open questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Client observation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Encouraging |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Summarizing  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraphrasing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflection of feeling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cutting off client |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Influencing Skills** |
| Confrontation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Focusing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflection of Meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interpretation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reframing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Logical Consequences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Appropriate Self-disclosure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reaching and giving information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Directives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Confrontation |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Stages of interview** |
| Initiating in interview |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Established rapport |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gathering data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mutual Goal Setting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exploring Alternatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Therapeutic Intervention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Termination / closing session  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session Type: Group Individual Family Date Reviewed:

Session #: \_\_\_\_\_\_\_\_\_\_\_\_

**Comments Regarding Content of Session**:

**Comments Regarding Interactions**:

**Strengths:**

**Areas for More Work**:

Outline for Your Philosophy of Counseling

What do you think motivates people to behave the way they do?

How do you think people determine what is important to them?

How do you think people change, and what helps them to change, both in a therapeutic setting and in the outside world?

What is the role of diagnosis?

What is the role of the counselor?

From what you’ve learned about theory at this point in your program, which theorist do you think best represents your approach to counseling at the present time?

Why?

You may use a reference or two with this paper, but it is mostly about what you think. Also, your strengths as a person and a counselor are not as important in this paper as your *professional perspective* based on what you’ve learned so far.