SUL ROSS
RIO GRANDE COLLEGE

SYLLABUS

EDSR 6321 Techniques I

SEMESTER: Fall 2022

Tuesdays 8:00 P.M.

PROFESSOR: Dr. Samuel Garcia, LPC-S

EMAIL: samuel.garcia@sulross.edu

PHONE: (830)279-3036 CELL PHONE: (830)734-7732

OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:

IN-PERSON – Thursday 12:00 p.m. - 8:00 p.m.
VIRTUAL (Collaborate or Zoom) –Anytime

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

COUNSELING PROGRAM WEBPAGE

SRSU-RGC DEAN

SRSU-RGC EDUCATION DEPARTMENT CHAIR

Required Texts:

No Textbook Assigned

Required readings are posted on our class Blackboard site. After the first night of class, you will be granted access to the Blackboard site for Techniques of Counseling I. You are expected to remain current with the posted readings, articles, handout materials, videos and presentations available on Blackboard. Although there are no textbooks for this course, there is an abundance of required reading that will be posted and available to students on Blackboard.

Recommended Texts:

None

Course Prerequisites:

Student must have earned a grade of B or higher in Personality and Counseling Theories (EDUC 5314) and have permission of the instructor. This course is taken concurrently with Group Counseling (EDUC 7315).

Course Purpose:

This class will meet on the Collaborate Ultra platform. Class sessions will include *fishbowl* demonstrations, debriefing, discussion, role-play, and skill rehearsal. Additionally, all students are expected to attend and participate in a minimum of thirteen (13) weekly triad/tetrad (i.e., groups of three or four) practice sessions outside of class (approximately once per week throughout the semester). Due to the pandemic-related restrictions, these weekly practice sessions will be conducted on Collaborate Ultra, Zoom or Google platforms. These video- recorded practice and rehearsal sessions typically take between two and three hours and are scheduled at the convenience of the triad and tetrad members. Practice Triads (composed of three students) and Practice Tetrads (composed of four students) consist of a counselor, a client, and an observer (or two observers) that rotate through all positions until everyone has counseled a client for that week. All triad practice sessions must be video recorded for the purposes of supervision and evaluation. All recordings and written documentation must be uploaded to your individual folder on the shared Google space. Students are entirely responsible for the accurate recording of each triad/tetrad practice rotation. All students are expected to participate in a minimum of twelve (12) one-hour weekly individual clinical supervision sessions with Clinical Supervisors who will be assigned by the instructors prior to the second meeting of the class. Supervision is a powerful teaching and learning tool; but it is not an egalitarian relationship. In other words, the clinical supervisors know your course schedules and time demands. They will identify the few times during the week that they are available for scheduling supervision. Ultimately, they will have the final word in all decision- making struggles.

Course Description:

An experiential course in professional counseling practice designed to develop communication and conceptualization skills essential to an effective and culturally relevant counseling relationship. Prerequisite: Student must have earned a grade of B or higher in EDUC 5314 and have Instructor Approval. This course is taken concurrently with Group Counseling (EDUC 7315).

Course Goal:

The primary goal of this course is to assist the students in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. As the first "hands-on" class of the Counseling Program, the students must develop and understanding and application of the basic counseling skills that are essential in initiating and maintaining an effective and culturally relevant counseling relationship.

Student Learning Objectives:

Upon successfully completing this course students will:

1. Identify and demonstrate basic listening and influencing skills necessary to initiate and maintain an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, Clinical Supervision Reports and Counselor Evaluation, and Instructor Observation of Class Participation.

2. Assess the unique counseling needs of the client, incorporating the data from various formal and informal assessments.

Evaluation Method: Assessment of this objective will be conducted by the Clinical Appraisal Report, the Midterm Skill Evaluation, the Final Skill Evaluation, and the Objective Final Examination.

3. Identify and describe the essential characteristics and qualities of an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Objective Final Examination, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

4. Evaluate the effectiveness of counseling skills, techniques, and interventions at the beginning counselor level.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports, the Objective Final Examination, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

5. Describe and discuss the ethical and professional foundations on which the effective counseling relationship is based.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Objective Final Examination, and Instructor Observation of Class Participation.

6. Demonstrate and discuss the fundamental features of the student-counselor's dynamic and evolving integrated personal approach to counseling and psychotherapy.

Evaluation Method: Assessment of this objective will be conducted by the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

7. Recognize and define the concept of mindfulness as it relates to the counseling process and implement and maintain a personal mindfulness practice.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

8. Demonstrate professional commitment and personal growth.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Clinical Supervision Reports, the Final Skill Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

Counseling Program Objectives and Student Learning Outcomes

Counseling Program Objectives and Student Learning Outcomes: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- Comprehend the role and function of the counselor in a variety of work settings.
- Know and apply the professional standards of practice and the relevant code of ethics.
- Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self- examination.
- Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.

- Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations the bilingual and bicultural students and clients living in the South Texas border region.

- Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Counseling Program Marketable Skills:

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling. The faculty present and discuss these skills online or in-class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. This cultural focus is reflected and emphasized in all courses. The analytical and critical thinking skills, as well as the deductive and inductive cognitive skills are considered foundational in all graduate counseling courses. Group Counseling (EDUC 7315) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feeling and demonstrating authentic empathy.

<u>American with Disabilities Act (ADA)</u>:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

<u>Student Support Services</u>:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring and summer semesters. These tutors offer assistance in mathematics, English, History and

PowerPoint presentations. Tutors schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (https://www.grammarly.com/), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.
Please go to: http://www.sulross.edu/page/1568/student-services to speak to a support service representative or visit the Student center.

Student Services Specialist are:

> Del Rio – (830) 703-4816
> Eagle Pass – (830) 758-5037
> Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSG-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have software needed to complete online coursework. If additional software is needed on a SRSU-RGC lab computer, please contact the administrator of the lab for assistance.
If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of Mozilla Firefox for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser related issue.
Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.
Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into "Blackboard.

A. Select course number and name.
B. Observe the Course men, which is categorized by submenus.
C. The student will notice the "Menu" categorized by submenus. They are:

    1. ORIENTATION
    2. COMMUNICATION
    3. RESOURCES
    4. ASSIGNMENT
    5. TOOLS

D. Select the "Blackboard Orientation" feature under the "Orientation" Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

E. Going to the Blackboard main page.
F. Access the "Student Resources" located at the red top left block of the Blackboard Log-in Page.
G. Orientation and "How to" videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced-video Streaming: As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.
Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View you Menu on the Left-hand side of the main course page.
4. Select "Zoom" under the "Assignment" Sub Menu.
5. Turn on the video bye depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent "Lost connection" is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class

periods of lost connectivity difficulties. Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

> Del Rio - Craten Knope (830)703-4818
> Eagle Pass - Juan Garza (830) 758-5010
> Uvalde – George Hernandez (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.
For information about SRSU-RGC disability support services, please contact Student Service Specialist:

> Mrs. Kathy Biddick
> (830) 279-3003
> Email: kbiddick@sulross.edu

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for his or her own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, distance between parties, eye-contact, inappropriate body language (Example: finger pointing, etc.) and disabilities that may impede effective communication.

Attendance, Introduction and Participation:

Regular class attendance and participation are required aspects of this course.
- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
    - Full name.
    - Place of Birth.
    - Place raised
    - Describe family or culture that best describes you.
    - Your interest in your undergraduate degree.
    - Rationale for entering into the counseling program.
    - What you hope to accomplish with a Counseling training.
    - How you conclude this to be important.

- Attendance has a value of 100 points.
- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.
- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to participate in classroom discussions and activities actively and verbally.

- Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices and back-ground noise during class.

Late Work:

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading in not instantaneously, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback of any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24-hours.

Sub Sections	Point Scale		Grade
Class Collaborative Attendance and Participation	100-Attendance w/Interaction 80-Attendance w/Minimal Interaction 60-Attendane w/NO Interaction 0- No Attendance	All attendance and participation grades will be added and divided by 16 for an average grade.	A= 90-100 B= 80 - 89 C= 70 - 79
Mindful Observation Blog	120 Potential Points Each	All case study grades will be added and divided by 13 for an average grade.	D= 60 – 69 F= <60
Evaluation Progress Reports	100 Potential Points Each	All quiz grades will be added and divided by 13 for an average grade.	*********** The subtotal for the (7) subsections will be divided by 7 for a final grade.
Clinical Appraisal Report	100 Potential Points Each	See Rubric	
Mid-Term Skill evaluation	100 Potential Points Each	See Rubric	
Final Skill Evaluation	100 Potential Points	100-questions and each question have a 1-point value.	
Objective Final Exam	100 Potential Points	100-point value potential.	

Mindful Observation Blog:

All students are required to maintain a Mindful Observation Blog on the class Blackboard platform. The journal-like task will be in a specified blog folder on Blackboard. You must title your blog space with your first and last name followed by the designated assignment title. For example, Todd Russell Mindful Observation Blog would be the title of my blog space under that function. The Mindful Observation Blog includes documentations and demonstrations of personal growth, struggle, awareness, and professional/academic understanding. Blog posts should include cognitive and affective responses to fishbowl demonstrations, debriefings, and discussions. The blogs should include a minimum of two entries per week that are based on the events and experiences of that week's fishbowl, debriefings and discussions, triad practice work, and supervision experiences. The level of analysis woven throughout your blog entries must reflect a depth of awareness and introspection characteristic of graduate student insight and sophistication. You are required to interact with other students via the blogs.

The initial entries in you Mindful Observation Blog must start with the date/time, followed by your observations and awareness. When you return to the blog space for your second, third and fourth (and so on and so forth) entries, you will simply edit your existing blog entry by clicking the gray down-arrow and selecting "Edit." Begin the subsequent entries by first posting the date and time (e.g., September 22, 2022 at 8:30 pm) and then your comments. You must make at least two substantial entries (250-500 words) per week in the Mindful Observation Blog. All entries should be thorough, insightful, and dynamic. All students are expected to follow the blog postings of fellow classmates. In so doing, observations, insights, feedback, and questions can be posed for the blog author simply by using the "Comment" button at the end of blog journal. If someone has made a comment on your recent blog entry, you should respond to the comment in the regular body of your blog. Do not use the "Comment" button to respond to someone's comment of your blog. Simply address the issue raised right in the body of your blog journal. At various points throughout the semester the instructors will provide feedback to you regarding the content and depth of your Mindful Observation Blog entries. In the first blog post for your Mindful Observation Blog, please tell us about yourself; your educational and career history; and your aspirations in the field of counseling. Your blog must be created, and your first entry posted on or before Friday. Your final blog entries must be completed by the Tuesday of finals week in December.

Mindfulness and Counseling:

Mindful counselors can interact more effectively with their personal and professional environments; they are able to respond rather than react to life's unexpected happenings; they are more effective communicators professionally and personally; and they are more creative and effective agents of client-desired change. A routine personal mindfulness practices provides the counseling graduate student with the knowledge and skills to:

- Slow down or stop the cascade of automatic and habitual reactions.
- See oneself and others more clearly.
- Listen deeply and understand situations just as they are.
- Be open to creativity beyond conditioning.
- Respond effectively to complex and/or emotionally charged situations.
- Act competently and ethically.
- Achieve balance and resilience in personal and professional lives.

Objective Final Examination:

All students are expected to satisfactorily complete a 100- point objective final examination that is based on the readings (posted articles and handouts), resources, and class experiences during the entire semester. The examination items will expect you to integrate course content with the readings and will consist of one hundred objective items (multiple-choice and true/false). The final examination will be available online for five days prior to its deadline.This examination is worth a total of 100 points toward your final grade in the course.

Clinical Supervision:

Clinical supervision is a powerful tool for managing and ensuring continuous improvement in the delivery of counseling services. Clinical supervision is comprised of balancing four distinct functions: administrative, evaluative, supportive, and clinical. Fundamental structures include a positive working relationship, client-centered approach, commitment to professional development, and legal and ethical accountability. The following action principles ensure high-quality clinical supervision:

- Maintains a safe, trusting relationship that promotes a learning alliance.
- Advances a counselor-centered approach with cultural relevance and sensitivity.
- Promotes professional growth and development.
- Sustains clinical oversight to ensure the therapeutic quality of the counseling relationship.
- Ensures ethical and legal responsibility.
- Employs an individualized approach that is responsive to the needs of the supervisee.
- Shares the values and philosophy of the Counseling Program and the agency or institution.

All students are expected to engage in weekly individual clinical supervision meetings with a Clinical Supervisor (assigned by the instructors). These weekly one-hour supervision sessions will be individual, and a minimum of **twelve sessions** are required during the semester. All Techniques I students will be assigned to an individual clinical supervisor by the second night of class. (Students cannot select their own clinical supervisor.) You are required to submit to your clinical supervisor the "Weekly Self-Assessment" form (and only copy Lynette and Ricardo). This must be sent at least 24 hours in advance of your supervision meeting. Thus, at

the end of the semester, the instructors will have a complete record of your twelve weekly supervision sessions. The clinical supervisors will submit to the instructors an evaluation of the supervisee's counseling performance at the end of the supervision relationship (refer to the Clinical Assessment of Counselor Skill evaluation form).

Triad Practice Sessions:

The purpose of this course is to assist the student in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. This is the first "hands-on" class of the Counseling Program. All students will be assigned to a practice triad or a practice tetrad (or larger) on the first night of class. Each group must meet once a week for a full rotation of roles while video recording. The practice groups must maintain the same rotation schedule for the duration of the semester. The general goal of the practice group is to prepare students for the two major evaluations of counselor knowledge, skill development, and application of the basic counseling techniques and interventions. In this course your access to appropriate online shared space requires your familiarity with the Community Counseling Clinic. This no-cost community service clinic is administered by the Clinic Director with assistance of a collaborative team consisting of the professor, the Assistant Clinic Manager, and the graduate Teaching Assistants/Mentors. Clinic Mentor, the Graduate Student Mentors, and the local site-based Administrative Assistants.

Midterm and Final Skill Evaluations:

All students are expected to engage in regular skill practice outside of class with an assigned triad or tetrad of fellow students. On the first night of class all students will be assigned to a practice triad or a practice tetrad. The purpose of these small groups of three (or four if necessary) is to practice the basic counseling skills and provide observant and mindful feedback and support to one another. Practice triads (composed of three students) consist of three rotating roles of counselor, client, and observer. Each triad member serves in each of the three roles during one weekly practice and recording session. Practice tetrads (composed of four students) consist of four rotating roles of counselor, client, observer #1, and observer #2. Each tetrad member serves in each of four roles during one weekly practice and recording session. All triad practice sessions must be video recorded for the purposes of supervision and evaluation. The triad or tetrad produces one single video of one weekly practice meeting, from start to finish. This ensures that in addition to the counseling session, the debriefing discussions are also recorded for later review. Procedures for uploading the practice session recording will be discussed in class.

For the Midterm Skill Evaluations, students must choose a recent video (at least 20 minutes) of a counseling session that will be evaluated by the three instructors. The Midterm Skill Evaluations will be conducted during the regular class time on the Collaborate platform. There will be no class meeting on the evening of the skill evaluations. The Final Skill will be scheduled in the same fashion as the Midterm Evaluation of Skill. For the Final Skill

Evaluations, students must choose a recent video (at least 40 minutes) of a counseling session that clearly demonstrates growth and improvement from midterm.

Clinical Appraisal Report:

All students are expected to complete a Clinical Appraisal Report on the most important client in the world: Self. The primary objective of this assignment to assist you in interpreting and integrating formal and informal assessment data into the client's treatment plan and the counseling relationship. The thematic purpose of the Clinical Appraisal Report is to assess your potential effectiveness and likelihood of success in the career field of Counseling. Students will be required to engage in various methods of assessment and psychological appraisal to collect data on the self, and then write a concise, but comprehensive, Clinical Appraisal Report. All students are required to incorporate all scaled scores and percentiles (e.g., Verbal Reasoning, Quantitative Reasoning, Analytical Writing) from the general Graduate Record Examination (GRE). The task cannot be completed without all three GRE scores. Writing scores are sent to examinees about four to six weeks after completion of the examination.

In this Clinical Appraisal Report, you must report your standard scores and percentiles for the three major areas: Verbal, Quantitative, and Analytical Writing. More importantly, you must provide a thorough clinical interpretation of the obtained scores. (Refer to both empirical and clinical research articles for comprehensive clinical interpretation of your GRE scores.) You are required to interpret the scores in light of the purpose of the Clinical Appraisal Report. Students must incorporate other assessment data available to them, including standardized test scores (MBTI, MMPI, TExES), academic grades, behavioral observations, projective testing techniques, dream journals, personal histories or narratives, and other sources of assessment and appraisal data. The Clinical Appraisal Report is worth a total of 30 points toward your final grade and is due, via email, to all three Instructors, on or before November 16, 2020. The clinical report must be written professionally in the third person (as if you were writing about your client). Clinical Appraisal Reports are typically seven to ten pages in length (single- spaced). Sample Clinical Appraisal Reports will be made available on Blackboard, but students are cautioned against following the sample verbatim when constructing this report. Instead, regardless of what you might see in the samples, you should format your report in reflection of the following outline:

Client Name: Indicate client's full name.

Client Contact Information: Include client's address, phone numbers, and email.

Date of Birth: Indicate client's date of birth.

Age: Indicate client's age at time of testing or reporting.

Tests Administered: Indicate the standardized tests (e.g., GRE, MMPI-2, MBTI) administered to the client and the specific dates that the assessments were conducted.

Behavioral Observations: Indicate the client's physical and emotional behaviors and experiences during the administrations of the various standardized tests.

Other Assessment Data: Indicate the other sources of client appraisal data and the methods in which the data were obtained.

Background Information: Include as much background information and historical narrative as is relevant to addressing the issue of potential effectiveness and likelihood of success in the career field of Counseling; avoid tangential story-telling and informational overload.

Standardized Test Results: Include both the quantitative information (standard scores and percentiles) and descriptive information about the client's obtained scores, as well as a thorough clinical interpretation and psychological explanations of the obtained scores.

Other Assessment Results: Include both a description and clinical interpretation of the data obtained gathered on the client through other sources of assessment and appraisal.

Conclusions and Recommendations: Include a comprehensive summary of the assessment interpretations, as well as a thorough response to the thematic focus of the client's potential effectiveness and likelihood of success in the career field of Counseling.

Hint: When gathering assessment and appraisal data for this report, and while writing the various sections of this psychological evaluation, imagine one of the following two "purposes" of your Clinical Appraisal Report: (1) A university professor makes the sole decision about which student applicants will be admitted to the graduate training program in counseling and which applicants will be rejected; or (2) An employer makes the sole decision about which applicant will be hired in a coveted counseling position and which applicants will not. Your Clinical Appraisal Report must include enough accurate assessment data to be logical, understandable, and convincing, but not so much so that it appears that you are "recommending" the client. A recommendation by definition is biased; a clinical psychological report is highly objective and entirely fact-based.

Professional Counseling Identity and Behavior:

In registering for classes in the Counseling Program at Rio Grande College, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, contributing to class discussions, and fully participating in all experiential learning activities. Counseling faculty members maintain specific attendance and participation requirements for each class. Faculty members may impose academic penalties upon absences from some classes and/or experiences; however, such penalties for absences will be a part of each course

syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. By the time a student is admitted to the Experiential Block, it is expected that she or he has thoroughly read and comprehended the complete policies, procedures, and recommendations of the most recent issue of the Counseling Program Handbook. This document details and describes all aspects of the Counseling Program, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in counseling, some students discover (or faculty may advise) that they are not appropriate for the counseling field and/or the field of counseling is not appropriate for them. Faculty of the Counseling Program will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

Unethical behavior (as defined by the Code of Ethics of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College and may subject the student to civil penalties as well. Professional behavior is always expected of each student across all counseling courses. Failure to maintain professionalism is considered unethical behavior. The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their own personal development as it impacts their ability to work effectively and ethically as counseling professionals.

Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their own values and assumptions, ready to recognize their own prejudices and biases, willing to be present in the moment with highly uncomfortable (painful) emotions that initial evoke the "fight-flight-freeze" hijacking of the primitive limbic system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one's own life experiences while creating space and understanding for one's inner demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor's professional training.

Therefore, graduation from the Counseling Program requires that students successfully complete the academic and experiential requirements with mindful regard to both

professional and personal development. Students must, in the professional judgment of the faculty and supervisors, understand and behave in accordance with the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor, and be free from any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions. Throughout the counseling course work and the practical experiences, the faculty members regularly review student progress on the following basic qualities:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation
- Development of professional skills and competencies
- Psychological functioning and mindful self-management

Accessibility and Safe Learning Environment: The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment based on any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law. The Counseling Program of SRSU supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by SRSU on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The Counseling Program is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students with disabilities are provided assistance in gaining opportunities for full participation in programs, services and activities. The Coordinator of Student Services (830-279-3003) serves as the Disability Services Coordinator, and she is located in Uvalde. Services available to all students include consultation, information, and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to SRSU and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who

need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs. Each request is considered on an individualized, case-by- case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless SRSU can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator (Coordinator of Student Services). The student should submit:

- A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification.
- Information about the results of previous efforts in the relevant area (transcripts, etc.); and
- Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation, and prepare a recommendation on the request.
    - A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5-year period), and the date of the original diagnosis.
    - A description of the diagnostic criteria and/or diagnostic test(s) used.
    - A description of the current functional impact/limitations of the disability.
    - Treatments, medications, assistive devices/services currently prescribed or used.
    - A description of the expected progression or stability of the disability over time.
    - The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnoses.

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group

suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Distance Education Statement: Due to the conditions and restrictions associated with the COVID-10 pandemic, the experiential learning and skill development of Techniques of Counseling I (EDUC 6321) will take place on Blackboard, Collaborate Ultra, Zoom and Google platforms. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course. The policy on Distance Education at Sul Ross State University is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Aug 23	**Introduction:** **Activities:** Introduce each other and learn one cultural trait about each of your classmates **Collaborate Meeting**: Thursday, 7:00 p.m.

Sep 01	*Introductions *Course Overview and Expectations *Overcoming Obstacles *Dynamics and Characteristics of Emotional Intensity *Counseling as Intimate Personal Relationship **Due by 08/28/20: Creation of Blog & Mindfulness Log Due ***Blackboard: Readings and Blog **Collaborate Meeting**: Thursday, 7:00 p.m.
Sep 08	*Conceptualizing Counseling *Understanding Clinical Supervision *Leaning into Fear and Apprehension *Introduction to Mindfulness *Fishbowl and Debriefing Structures *Development of Effective Observation Skills **Clinic Training Procedures ***Blackboard: Readings and Blog
Sep 15	*Art of Counseling *Helping Relationship *Attending Skills *Maintaining Mindful Presence ***Blackboard: Readings and Blog **Collaborate Meeting**: Thursday, 7:00 p.m.
Sep 22	*Listening Skills *Encouraging *Paraphrasing *Summarizing *Supportive Silence *Practicing Mindful Listening ***Blackboard: Readings and Blog **Collaborate Meeting**: Thursday, 7:00 p.m.
Sep 29	*Understanding the Client *Observation Skills *Selective Responding *Gentle and Kind Mindful Awareness and Observation ***Blackboard: Readings and Blog

	Collaborate Meeting: Thursday, 7:00 p.m.
Oct 06	*Reflection of Feeling *Accurate Empathy *Painful Discomfort of Mindfulness *Authentic Presence with Own Emotions *Modeling Emotional Courage to Our Clients ***Blackboard: Readings and Blog
Oct 13	*Personalizing Client Content *Demonstrating Counselor Affect *Fearlessness and Emotions ***Blackboard: Readings and Blog
Oct 20	**Midterm Skill Evaluations **Collaborate Meeting**: Thursday, 7:00 p.m.
Oct 27	*Integrating Listening Skills *Personal Goals for Semester *Mindful Self-Compassion and Self-Care ***Blackboard: Readings and Blog **Collaborate Meeting**: Thursday, 7:00 p.m.
Nov 03	*Confrontation *Reflection of Meaning *Mindful Challenges and Therapeutic Conflict ***Blackboard: Readings and Blog **Collaborate Meeting**: Thursday, 7:00 p.m.

Nov 17	*Influencing Skills *Minimal Questioning *Interpretation *Self-Disclosure *Authenticity, Genuineness and Mindfulness ***Blackboard: Readings and Blog
Nov 24	Thanksgiving Holiday
Dec 01	*Immediacy *Feedback *Directives *Skill Integration *Counseling as Dynamic Process *Sitting Mindfully with Self-Doubt and Condemnation ***Blackboard: Readings and Blog
Dec 03	*Overview of Techniques of Counseling II (EDUC 6322) *Individual Learning Contracts *Termination Rituals **Clinical Appraisal Report DUE!** **Collaborate Meeting**: Thursday, 8:00 p.m.
Dec 06	**Due 11:00 pm:** Clinical Supervisor Evaluations **Due 11:00 pm:** Objective Final Examination Due Online **Due 11:00 pm:** Mindful Observation Blog

Triad Observer Feedback Form

Observer Name: _____Date of Observation: _____ Student Counselor: _____Triad Practice Session Number: _____

Directions: The peer observer role in the triad/tetrad practice rotation will use this form to document observations and feedback of the student-counselor's performance. During the debriefing session, the observer will verbally share his/her feedback with the student-counselor and then give the completed form to the student-counselor.

Opening: Was the opening comfortable, friendly, and pleasant? Any role definition needed? Any introduction needed?

Rapport: Did student counselor establish good rapport with client? Was the stage set for a productive counseling session?

Interaction: Were the client and student counselor really communicating in a meaningful manner? If the client was nonverbal, were the student counselor and client meaningfully engaged in the counseling process?

Acceptance: Was the student counselor accepting of the client's emotions, feelings, thoughts, and values? Were attempts made to impose counselor values, opinions or beliefs during the session?

Reflection of Feeling: Did the student counselor reflect and empathically respond to feelings or did the counseling session remain on an intellectual and cognitive level?

Counselor Responses: Were the student counselor responses appropriate in view of what the client was expressing or were responses concerned with trivia and minutia? Did the student counselor rely on interrogation and questioning as means to elicit client content and affect? Did the counselor rely on paraphrasing and reflecting of feeling as means to elicit client content and affect?

Counselor Relationship: Was an effective counseling relationship established? Was the counselor- client relationship conducive to productive and therapeutic counseling?

Closing: Was the session terminated in an effective and sensitive manner? Was the closing abrupt, awkward, or brusque? Did the counselor terminate the session in a way that facilitated the client leaving the experience with deeper awareness of emotions and issues?

General Techniques: How well did the student counselor conduct the mechanics of the counseling session? Did the student counselor effectively use silences? Was the vocabulary appropriate? Where the interventions appropriate? Was the timing and pace of the session therapeutic?

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Fishbowl Observation Guidelines

Attending Skills

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Visual Cues and Eye Contact
Vocal Qualities
Verbal Tracking and Selective Attention Gestures,
Posture and Proximity

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Listening Skills

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Encouraging
Paraphrasing
Summarizing
Personalizing
Client Focusing

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Observation Skills

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Observing Client Behavior
Observing Content Themes

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Affective Skills

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Rapport
Working Alliance
Reflection of Feeling
Empathy

Intervention Skills

Minimal Interrogation
Avoidance of Advice
Avoidance of Judgment
Working Hypothesis
Confrontation
Influencing Skills

Fishbowl Observation Form:

Every class session in Techniques of Counseling I will involve at least one fishbowl demonstration of counseling. Each evening the instructors will select at least one student at random to be the client in the fishbowl while Dr. Russell serves as the counselor. In the absence of Dr. Russell, Lynette and/or Ricardo will conduct the fishbowl counseling sessions. All fishbowl observers are required to complete a **Fishbowl Observation Form** for each fishbowl session. Immediately following the fishbowl debriefing discussion, you are required to submit the completed Fishbowl Observation Form to the TA's. Use this form to record your observations, questions, concerns, and insights.

Attending Skills

- What did you observe about the counselor's eye contact with the client?
- Did you observe the counselor disengage eye contact with the client for a therapeutic reason?
- How would you describe the counselor's vocal qualities?
- What might be helpful or harmful about the counselor's vocal qualities?
- In what ways did you observe the counselor's process of verbal tracking?
- Did you observe the counselor engage in selective attention or selective non-attention?
- How would you describe the counselor's gestures, postures, and proximity?
- In what ways did the counselor "teach" the client that the counseling relationship is unlike all other social relationships?

Listening Skills

- In what ways did you observe the counselor engaging in mindful listening of the client?
- Did you observe the counselor employ encouragers, paraphrases, or summaries? Where they are therapeutic, detrimental, or simply "plops?" How can you tell?
- In what ways did the counselor personalize client content? Were these interventions therapeutic, detrimental, or simply "plops?" How can you tell?
- Where were the primary focal points of the counselor?

Observation Skills

- How could you tell that the counselor was mindfully observing the client's behaviors?
- Did the counselor miss a key observation?
- How could you tell that the counselor was mindfully observing the client's internal processes?
- Did the counselor miss any key client processes?

Affective Skills

- In what ways did the counselor establish rapport with the client?
- Was there a working alliance between the counselor and the client? How do you know?
- In what ways did the counselor demonstrate mindful reflection of client affect? Did the counselor miss important opportunities to reflect feeling?
- In what ways did you observe the presence of empathy? What was the counselor feeling? How might you know this?
- How would you describe the atmosphere of this intimate relationship?

Intervention Skills

- How often did the counselor engage in interrogation or the use of questions?
- What strategies were emphasized by the counselor instead of questioning?
- Did the counselor assume a "one up" position by offering advice or judgment? If the client asked for advice, opinion, or judgment, how did the counselor respond? Were these interventions therapeutic, detrimental, or simply "plops?" How can you tell?
- Did the counselor appear to be guided by an internal "working hypothesis?" If so, why? If not, why not?
- In what ways did the counselor employ mindful conflict or confrontation? Were these interventions therapeutic, detrimental, or simply "plops?" How can you tell?
- What other advanced skills, influencing skills, or theoretically specific skills did you observe? What was your reaction to them?

Weekly Self-Assessment for Clinical Supervision

Directions: In preparation for a clinical supervision session, you must complete this one-page self-assessment of the counseling skills that you demonstrated (or failed to demonstrate) in the counseling session you are going to share in supervision. At least 24 hours prior to your scheduled individual supervision session, the weekly self-assessments must be emailed to your clinical supervisor and the two GM's.

Date of Counseling Session: _____ **Counseling Session #**: _____

Overall Performance: 0   1   2   3   4   5

(Rate your counseling demonstration on a scale of 0 to 5, with 5 being excellent.)

- **Summary of Counseling Session**:

- **Techniques Employed, Attempted or Needed**:

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- **Areas of Skill Development in Need of Improvement**:

- **Additional Comments, Concerns or Questions**:

Clinical Assessment of Counselor Skill

Completed By Individual Clinical Supervisor

Student-Counselor: Date: _____ Clinical Supervisor Signature:

1	Counselor demonstrated effective attending skills.	0	1	2
2	Counselor observed client behavior and responded appropriately.	0	1	2
3	Counselor communicated concern and empathy.	0	1	2
4	Counselor employed effective listening skills.	0	1	2
5	Counselor elicited and reflected client affect appropriately.	0	1	2
6	Counselor avoided questioning and interrogation.	0	1	2
7	Counselor employed appropriate influencing intervention skills.	0	1	2
8	Counselor was open-minded and productive during supervision.	0	1	2
9	Counselor maintained a receptive attitude when receiving criticism.	0	1	2
10	Counselor demonstrated an appropriate level of insight.	0	1	2

Briefly describe the student-counselor's strengths and weaknesses:

Midterm Skill Evaluation

Student Counselor: _____ Date of Evaluation: _____

1	Counselor effectively employed attending skills.	0	1	2
2	Counselor communicated concern and empathy.	0	1	2
3	Counselor mindfully attended to client themes and messages.	0	1	2
4	Counselor paraphrased and summarized client content.	0	1	2
5	Counselor reflected client affect in a therapeutically mindful fashion.	0	1	2
6	Counselor personalized client content.	0	1	2
7	Counselor avoided relying on interrogation and question-asking.	0	1	2
8	Counselor employed an appropriate sense of timing.	0	1	2
9	Counselor demonstrated mindfulness, insight and understanding of the therapeutic process	0	1	2
10	Counselor accurately evaluates own effectiveness.	0	1	2

Total Points Awarded (60 possible): _____

*Note: The value of 6 indicates excellent or exemplary demonstration of the skill; the
indicates average or satisfactory demonstration of the skill; the value of 1 indicates the serious need for immediate improvement in the use and demonstration of the skill; and the value of 0 indicates poor or no demonstration of the skill when it was critically required. Students should assume that excellent or exemplary ratings are very seldom awarded at this level of counselor training.

Counseling Considerations

Respond to these brief questions prior to the scheduled skill evaluation.

1. Why did you select this session for the skill evaluation?
2. What do you consider to be your two greatest strengths as a counselor? What do you consider to be your two greatest weaknesses as a counselor?
3. What is your plan for enhancing and improving you counseling skill through the remainder of the semester? Your skill development plan will be used as performance criteria on the Final Evaluation of Skill.

Final Skill Evaluation

Student Counselor: _____ Date of Evaluation: _____

1	Counselor effectively employed attending skills.	0	1	2
2	Counselor communicated concern and empathy.	0	1	2
3	Counselor mindfully attended to client themes and messages.	0	1	2
4	Counselor paraphrased and summarized client content.	0	1	2
5	Counselor reflected client affect in a therapeutically mindful fashion.	0	1	2
6	Counselor personalized client content.	0	1	2
7	Counselor avoided relying on interrogation and question-asking.	0	1	2
8	Counselor employed an appropriate sense of timing.	0	1	2
9	Counselor demonstrated mindfulness, insight and understanding of the therapeutic process	0	1	2
10	Counselor accurately evaluates own effectiveness.	0	1	2

Total Points Awarded (100 possible): _____

Note: The value of 10 indicates excellent or exemplary demonstration of counseling skills and knowledge; the value of 5 indicates good or satisfactory demonstration of counseling skills and knowledge; and the value of 1 indicates poor performance or the serious need for immediate improvement in counseling skills and knowledge. Students should assume that excellent or exemplary ratings are very seldom awarded at this level of counselor training. If your total score is above 50, you can assume that your performance is average or above.

Counseling Considerations

Please respond to these brief questions prior to your scheduled final skill evaluation.

1. Why did you select this session for the final skill evaluation? How does your counseling performance in this session demonstrate your improvement since midterm?
2. In what ways does your counseling performance in this session reflect your own unique emerging integrated approach to counseling? What do you consider to be three essential elements of your own integrated and evolving personal approach to counseling?
3. What role did clinical supervision play in your skill development during this semester?
4. What specific skills and interventions do you believe you need further practice and development?