

George Mason University
College of Education & Human Development
EDCD 606: Counseling Children and Adolescents (4 credits)
Spring 2011

Instructor: Paul Harris, Ph.D.
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Schedule: Wednesdays, 5:30-9:30pm

Class Location:

Required Text: Vernon, A.(2009).Counseling Children and Adolescents. Denver, CO: Love Publishing.
*Additional readings may be assigned at the discretion of the instructor.

Course Description

This course presents theories, techniques, and counseling issues relevant to children and adolescents. It focuses on advanced counseling skills and techniques. It builds on knowledge and skills learned in EDCE 603 and emphasizes counseling and understanding youth from a multidisciplinary framework inclusive of social, political, economic, familial and psychological factors that affect counseling with this population. Counseling lab provides practice with an emphasis on process and culturally competent counseling strategies.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide

range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Objectives

Upon successful completion of the course, students should be able to:

1. Describe sociological issues affecting children and adolescents.
2. Describe the interrelationship of school and clinical counseling to contemporary problems of children and adolescents.
3. Demonstrate intervention strategies—with supervision, critique and process of counseling skills-- to effectively counsel children and adolescents, with particular attention to multicultural counseling and strategies.
4. Demonstrate an awareness of the importance and development of prevention and intervention programs to address the problems of children and adolescents.

Required Reading

Vernon, A.(2009).*Counseling Children and Adolescents*. Denver, CO: Love Publishing.

Electronic Reserves (Required Reading):

The following articles will be available on Electronic Reserves. Directions for accessing these articles will be provided in class.

Chung, R., & Bemak, F. (2002). The relationship of culture and empathy in cross-cultural counseling. *Journal of Counseling & Development, 80*, 154-159.

Day-Vines, N. L., & Terriquez, V. (2008). Strengths-based approach to promoting prosocial behavior among African-American and Latino students. *Professional School Counseling, 12*, 127-132.

Erdman, P., & Lampe, R. (1996). Adapting basic skills to counsel children. *Journal of Counseling & Development, 74*, 374-377.

Galassi, J. P., Griffin, D., & Akos, P. (2008). Strengths-based school counseling and the ASCA National Model. *Professional School Counseling, 12*, 176-182.

Goldring, L. (2002). The power of school culture. *Leadership, 32*, 32-35.

Liu, W.M., & Clay, D.L. (2002). Multicultural counseling competencies: Guidelines in working with children and adolescents. *Journal of Mental Health Counseling, 24*, 177-187.

Masten, A.S., Herbers, J. E., Cutuli, J. J., & Lafavor, T. L. (2008). Promoting competence and resilience in the school context. *Professional School Counseling, 12*, 76-84.

McNeely, C. A., Nonnemaker, J. M., Blum, R. W. (2002). Promoting school connectedness: Evidence from the national longitudinal study of adolescent health. *Journal of School Health, 72, 4*, 1-9

Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development*, 82, 313-318.

Wong, Y. J. (2006). Strength-centered therapy: A social constructionist, virtues-based Psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43, 133-146.

Recommended Reading

Holcomb-McCoy, Cheryl (2007). *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success* Thousand Oaks, CA: Corwin Press..

Evaluation Criteria (A – F)

A	96-100
A-	91-95
B+	86-90
B	80-85
C	79 points and below

*Course grades will be based on the following:

1. Attendance and Participation	15 Points
2. Worldview Paper	20 Points
3. Student-directed Learning Activities:	
Counseling Issue	10 points
Current Issue	5 points
4. Counseling sessions:	
Peer Counseling (Tape 1)	7.5 points
Self-Reflection (Tape 2)	7.5 points
Peer-reviewed Session (Tape 3)	5 points
Final Project (Tape 4)	20 points
5. Final	10 points
Total	100 Points

Class Attendance

Students are expected to attend every class, arrive on time, and remain for the duration of the class session. If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided in class. [7 points]

Class Participation

Each student will be expected to complete the required reading assignments prior to each class and contribute to class discussion and activities. *Online discussions of readings and case studies will be held and students are expected to participate in all online discussions and to post responses in a timely manner.* A rubric will be provided in class. [8 points]

Course Requirements

1. Professional Growth Opportunities

Students are expected to attend a daytime school visit to American School Counselor Association School on April _____. You will be asked to respond electronically concerning your reaction to the American School Counselor Association visit.

2. Worldview Paper

Select a book of fiction in which a child or adolescent is the central character. Select a book involving a child who comes from a country or ethnicity that is different from your own. Write a paper briefly summarizing the story and clearly identifying aspects of the child's worldview. Speculate about how the environmental, cultural, familial, and experiential factors influenced the formation of his/her worldview. Find at least one professional journal article that is related to counseling issues presented in your paper. Integrate the article(s) into your discussion of what influenced the development of the child's worldview, compare or contrast the character's worldview to your own, identify a counseling issue, discuss how these experiences may affect the character's adult worldview, and offer counseling strategies you might use to address the issue. The body of the paper must not exceed 5 pages. APA 6th edition (title page, abstract, running head, references). Guidelines for this paper and an evaluation rubric will be provided in class.

3. Student-directed learning activities

Students will complete the following activities. *Activity A is a group assignment; B is completed individually.* Guidelines and a rubric will be provided in class.

A. Focus on a counseling issue.

Working in your group, develop a handout concerning an issue impacting children and adolescents. The handout is meant to provide an overview of this issue. The handout should contain the following components: overview of the issue (3-4 professional references; relevant counseling strategies or counseling responses; reading resource list, web resources, or helping organizations). Use creative formatting (e.g. tri-fold, one-page double sided, graphic designs, etc.; APA not necessary except for citations). Groups will briefly (15-20 minutes) present the issue to the class, and will provide copies of the handout to classmates (10 points). Presentation sign-up will be available on the 2nd class meeting.

B. Current issues impacting children and adolescents.

Collect and read five articles from the newspaper, Internet, magazines, or popular press, which report current issues impacting children and adolescents. Write-up: in a 1-2 page reflection discuss how the issues you read about relate to or are relevant to school counselors; what you think the school counselor's response to these issues should be? You will be expected to discuss the information you have gathered as part of class discussion on current topics and turn in the reflection with articles attached on the current issues discussion class (5 points)

4. Counseling sessions (40 points).

The final counseling session is the performance based assignment for this course. You will conduct and audio or video-record four counseling sessions. Each session should be 10 to 20 minutes in length. The first session will be conducted with an adult (counseling student peer) and three will be conducted with a child or adolescent volunteer client ages 5 to 17 (Parent permission will be required). You will transcribe and reflect on your counseling skill strengths and weaknesses on all four sessions. Parent permission forms, skill feedback forms, and an evaluation rubric for the fourth session will be provided in class. Rubrics will be provided in class.

A. The first session will be conducted with a peer and will be conducted in class on the second class meeting. The purpose of the first session is to provide a review of your basic counseling skills and reflect on the kind of counseling you will be doing with parents, and adults in the school and home environment. You will transcribe a 10 minute portion of this session, label your skills (minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and/or challenge), and identify the issues that come up for you as you counseled the volunteer client using the format provided. A Counseling Skills, Self Assessment, and Reflection form is provided in class as well as a grading rubric. The transcription and reflection will be due on the third class meeting (7 points).

- B. The second session will be conducted with a child or adolescent volunteer client ages 5 to 17. The purpose of the second counseling session is to provide a natural look at your own style of counseling with a child, and will be used to set goals for growth. You will transcribe a minimum 10 minute portion of this session (although you are encouraged to transcribe the entire session), label your skills (minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and/or challenge), and identify the issues that come up for you as you counseled the volunteer client (using the format provided) reflecting on your counseling skills, reaction to the personal challenges of counseling young people, and cultural differences. Identify specific learning goals and areas for growth. A Counseling Skills, Self-Assessment, and Reflection form will be provided in class. See course agenda for due date for the transcription, reflection, and a copy of the parent permission form. (8 points)
- C. The third session will be instructor and peer reviewed orally and in writing. You will bring this session to class and provide a session overview (using the Counseling Skills, Self Assessment, and Reflection form provided). After you receive feedback from peer and instructor you will revise your reflection on this session, including a discussion of strengths and weakness and tentative goals for the final session. (5 points).
- D. The fourth counseling session should be conducted after the 11th class session. A transcription of the entire session, the audio or video-tape, and a maximum 3-page reflection identifying specific strengths and weaknesses, areas for growth, the counseling theory used, and a discussion of the challenges you faced counseling this client is due on the 14th class meeting. In this session you are expected to use a counseling theory, such as narrative, solution focused, or play to conduct the session. The transcription should be labeled to indicate evidence of the counseling theory and counseling skills used using the Counseling Skills, Self-Assessment, and Reflection form. The transcription, reflection, and a copy of the parent permission form will be due on the 14th class meeting. (20 points)
5. Final will consist of an essay question and a case study. The essay and case study question will be provided in class on the next to last class meeting and will be due on the last class meeting. (10 points).
6. All assignments should be typed and double-spaced, with 1 inch margins and Times New Roman 12 pt. font.
7. Late assignments will be penalized 5 points per day (NOT per class session) late. Assignments are considered late after 15 minutes of the class session in which they are due.
8. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts.

COURSE AGENDA

<i>Session/Date</i>	<i>Topic</i>	<i>Assignments</i>
Class 1 – January 26	Introductions, Course Overview and Objectives Worldview activity Skills: Review of basic skills	
Class 2 – February 2	<u>Topic:</u> Counseling Children & Adolescents Developmental characteristics Culturally responsive counseling skills Strength-based perspective on counseling children Skills: Practice basic skills with peer counseling student	DUE: Bring audio equipment Readings: Vernon - Ch. 1-2, 8 ER: Lui & Clay; Saleeby; Day-Vines & Terriquez; Galassi Griffin, & Akos
Class 3 – February 9	<u>Topic:</u> Review of counseling theories & interventions Skills: Practice basic skills Feedback and review of session #1	DUE: Counseling Session #1 & reflection Reading: Vernon – Chp. 6
Class 4 – February 16	<u>Topic:</u> Counseling interventions with children and adolescents Skills: Invented dialogues	Reading: Vernon – Chp. 3 ER: Erdman & Lampe; Van Velsor
Class 5 – February 23	Cross-Cultural Zone Case study processing Skills: Session #2 discussion with peers	DUE: Counseling session #2 & reflection Chung & Bemak; Goldring; McNeely et al.
Class 6 – March 2	<u>Topic:</u> Online class meeting: Resilience Case Study, Article discussions	Reading: Vernon: Ch. 9-10 Clark et al.; Dixon & Tucker; Masten et al.
Class 7 – March 9	<u>Topic:</u> Play Therapy Skills: Review Session #2 feedback; prepare for Session # 3	DUE: Worldview paper Reading: Vernon: Ch 4
Class 8 – March 16	No class – Spring Break	
Class 9 – March 23	Current Counseling Issues – Class Discussion Solution-Focused Counseling	DUE: Current Counseling Issues Reading: Vernon: Ch 5

Class 10 – March 30

Topic: Using theory to conduct a session
Solution-Focused
Strengths-based perspective
Skills: Bring Session #3 for peer review

DUE: Counseling Session #3
Reading: Wong

Class 11 – April 6

Focus on an issue Presentations
Case studies
Skills: Session #3 discussion

DUE: Focus on an Issue
Counseling Session #3
reflection

Class 12 – April 13

Topic: Counseling children with special needs
Working with parents/families
Case study application

Readings: Vernon: Ch 7, 13-14

Class 13 – April 20

Tentative: No class
Visit to American School Counselor Association

Class 14 – April 27

Topic: Small-group counseling
Skills: Facilitating Groups

DUE: Final Counseling session
4 & reflection
Reading: Vernon: Ch. 11

Class 15 – May 4

Topic: Closure
Review and debriefing of final counseling session

DUE: Final essay question and
case study

*** Course Agenda is subject to change at the discretion of the professor based on the unique characteristics of the class and course content.**

Rubric for Class Attendance & Participation

	Exceeds	Adequate	Emerging	Not Present
Attendance	Attends all classes, arrives on time and stays for the entire class. (8)	Misses one full class; or comes late twice; and/or leaves early twice. (6)	Misses two full classes; or comes late 3 or more times; and/or leaves early three or more times (4)	Misses more than two classes and must withdraw from the course.
Class and Small Group Participation Behaviors	Regularly asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. (7)	Occasionally asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. (5)	Rarely asks/answers questions or makes comments that indicate familiarity with topic, lecture, or assigned readings. (3)	Never asks/answers or makes comments that indicate familiarity with the topic, lecture, or assigned readings. (0)

Points: 15

***The program adheres to a strict attendance policy—if students have more than one unexcused absence, they will fail a class.**

Student-directed Learning Activities Guidelines & Rubric

According to the syllabus the requirements of each activity are described as follows:

* **Student-directed Learning Activities. Activity #1 is a group assignment; #2 is completed individually.**

1. **Focus on a Counseling Issue.** Working in your group, develop a handout concerning an issue impacting children and adolescents. The handout is meant to provide an overview of this topic. The handout should contain the following components: overview of the issue (3-4 professional references; relevant counseling strategies or counseling responses; reading resource list, web resources, or helping organizations. Use creative formatting (e.g., tri-fold, one-page double sided, graphic designs etc.; APA not necessary except for citations). Groups will briefly (10-15 minutes) present the issue to the class, and will provide copies of the handout to classmates [10 points]. Presentation sign-up will be available on the 2nd class meeting.
2. **Current Issues Impacting Children and Adolescents.** Collect and read five articles from the newspaper, Internet, magazines, or popular press, which report current issues impacting children and adolescents. Write-up: In a 1-2 page reflection discuss how the issues you read about relate to or are relevant to school counselors; what you think the school counselor's response to these issues should be? You will be expected to discuss the information you have gathered as part of class discussion on current topics [5 points].

Self-Directed Activities Rubric

Criteria	Exceeds	Adequate	Emerging	Not Present
Adheres to requirements of the assignment [25%]	Activity is completed according to the guidelines (stated above)	Activity fails to adhere to one of the previously described guidelines	Activity fails to adhere to two of the previously described guidelines	Activity fails to provide any of the previously described guidelines
Product provides relevant information [50%]	<input type="checkbox"/> Product provides relevant & accurate counseling info <input type="checkbox"/> Includes Resources and/or supportive material. <input type="checkbox"/> Accurate citations	Product is missing one of the required components	Product is incomplete	Product fails to provide any of the previously described components
Quality of Activity [25%]	Activity includes: <input type="checkbox"/> APA <i>or</i> suggested format is followed <input type="checkbox"/> High face validity	Activity does not follow APA, the suggested format described <i>or</i> has low face validity		Activity fails to provide any of the previously described components

Total Possible Points:

Worldview Paper Guidelines & Rubric

The syllabus states:

Select a book of fiction in which a child or adolescent is the central character. Select a book involving a child who comes from a country or ethnicity that is different from your own. Write a paper briefly summarizing the story and clearly identifying aspects of the child's worldview. Speculate about how the environmental, cultural, familial, and experiential factors influenced the formation of his/her worldview. Find at least one professional journal article that is related to counseling issues presented in your paper. Integrate the article(s) into your discussion of what influenced the development of the child's worldview, compare or contrast the character's world view to your own, identify a counseling issue, how these experiences may affect the character's adult worldview, and offer counseling strategies you might use to address the issue. The body of the paper must not exceed 5 pages. APA 6th required (title page, abstract, running head, references).

Guidelines:

- The body of the paper must not exceed 5 pages.
- Use APA 6th including title page, abstract, running head, reference page, etc.
- Find at least one professional journal article that relates to or supports the ideas that you present in your paper. Integrate the article(s) into your discussion of what influenced the development of the child's worldview.
- Briefly summarize the story in one paragraph.
- Your discussion should include:
 - o A description of the central character's worldview.
 - o A discussion of how the central character's worldview developed, including some of the factors that influenced the development of his or her worldview.
 - o Compare or contrast an aspect of the character's worldview to your own worldview.
 - o Describe at least one counseling issue that this character's situation suggests and offer specific counseling strategies that could be used to address the issue.
- A grading rubric is attached.

Worldview Paper Rubric

Criteria	Exceeds	Adequate	Emerging	Not Present
Adheres to requirements of the assignment	(2) Requirements: <input type="checkbox"/> Select appropriate book choosing a culture other than your own <input type="checkbox"/> Summarize story briefly <input type="checkbox"/> Discussion reflection on development of worldview <input type="checkbox"/> Contrast your own worldview to that of the character's <input type="checkbox"/> Counseling implications <input type="checkbox"/> Use in. 1 reference <input type="checkbox"/> Paper length: 5 pages <input type="checkbox"/> Adhere to APA 6 th ed	(1) Failure to adhere to one of the previously described requirements	(.5) Failure to adhere to two or more of the previously described requirements	(0) Failure to adhere to any of the previously described requirements
Writing	(2) Writing reflects the following guidelines: <input type="checkbox"/> Minimal spelling and grammatical errors <input type="checkbox"/> Clarity of expression. Paper organization includes introduction conclusion, and proper use of paragraphs.	(1) Writing does not follow the guidelines: <input type="checkbox"/> A few spelling and grammatical errors <input type="checkbox"/> Lacks clarity of expression <input type="checkbox"/> Some organizational errors	(.5) Writing fails to following previous guidelines: <input type="checkbox"/> Many spelling and grammatical errors, and/or <input type="checkbox"/> Lacks clarity and/or <input type="checkbox"/> Is not organized	(0) Writing fails to following previous guidelines: <input type="checkbox"/> Many spelling and grammatical errors <input type="checkbox"/> Lacks clarity <input type="checkbox"/> Is not organized
APA 5th	(2) Follows APA 6 th with 0-1 types of errors	(1) Follows APA 6 th with 2-3 types of errors	(.5) Follows APA 6 th with 4-5 types of errors	(0) Makes more than 5 types of APA 6 th errors
Discussion & reflection on development of worldview and impact on adulthood	(9) Paper discussion includes: <input checked="" type="checkbox"/> A theory of the development of a worldview <input checked="" type="checkbox"/> Support and analysis for the theory <input checked="" type="checkbox"/> Contrast your own worldview to that of the character's <input type="checkbox"/> The impact of childhood experiences on adulthood is explored.	(7) One of the previously described requirements is missing or inadequate	(5) Two of the previously described requirements is missing or inadequate	(0) None of the previously described requirements are present
Counseling Implications	(5) The counseling implications for children and adolescents are presented and supported by at least one referenced article and a discussion of specific counseling strategies & implications.	(3) The counseling strategies & implications are not clearly presented <i>or</i> supported	(2) The counseling strategies & implications are not presented <i>or</i> supported	(0) The counseling strategies & implications are not presented <i>and not</i> supported

Total Possible Points: 20

Rubric for Counseling Sessions #1 (7.5 points) and #2 (7.5 points]

	Exceeds	Adequate	Emerging	Not Present
Adherence to Assignment (2)	Requirements of assignment met: <ul style="list-style-type: none"> • Transcription, minimum 10 min • Skills identified • Reflection of session on transcript • 2-3 page reflection of session (2) 	One of the previously described requirements missing (1)	Two of the previously described requirements missing (.5)	None of the previously described requirements missing (0)
Counseling Skills Used & Identified (2.5)	<ul style="list-style-type: none"> • Counseling skills (e.g. questions, minimal encouragements, empathy) are used and identified • Counselor reflection included on transcript • Session is structured with an opening (including confidentiality statement, purpose of sessions etc) and a closing. (2.5) 	One of the previously described requirements missing (1.5)	Two of the previously described requirements missing (1)	None of the previously described requirements missing (0)
Reflection (3)	Counseling session reflection includes: <ul style="list-style-type: none"> • Summary of session • Issues that emerged for you during the session • Strengths and goals for growth (3) 	One of the previously described requirements missing (2)	Two of the previously described requirements missing (1)	None of the previously described requirements missing (0)

4th Counseling Session

Assignment Guidelines:

The fourth counseling session should be conducted after the 11th class session. A transcription of the entire session, the audio or video-tape, and a completion of the Counseling Skills and Self-Assessment form (identifying specific strengths and weaknesses, areas for growth, the counseling theory used, and a discussion of the challenges you faced counseling this client) is due on the 14th class meeting. In this session you are expected to use a counseling theory, such as narrative, solution focused, or play to conduct the session. The transcription should be labeled to indicate evidence of the counseling theory and counseling skills used using the Counseling Skills and Self-Assessment form. The transcription, reflection, and a copy of the parent permission form will be due on 14th class meeting. [20 points].

Levels:

	Exceeds 5	Adequate 4	Emerging 3	Not Present 2	Score
<i>Criteria:</i>					
Demonstration of Counseling Skills	At least 5 basic counseling skills are used effectively to allow a child or adolescent client to resolve an identified issue and apply strategies to other issues. Theory and multicultural skills are evident.	Fewer than 5 counseling skills are used to allow a child or adolescent client to identify and resolve an issue, with evidence of a counseling theory and multicultural skills.	Fewer than 5 counseling skills are used to allow a child or adolescent client to identify an issue. Evidence of a counseling theory and multicultural skills are not present.	Two or less counseling skills are used to help a child or adolescent client to identify an issue. Evidence of a counseling theory and multicultural skills are not present.	
Counseling Session is Structured	Session is structured to include an opening, focus, and closing. Theory is used to structure the session; and the client is able to identify and address an issue.	Session is structured to include two of the following components: an opening, focus, and closing. Theory is used to structure the session; and the client is able to identify an issue.	Session is structured to include two of the following components: an opening, focus, and closing. Theory is not effectively used to structure the session; and the client is not able to identify an issue.	Session is not structured and theory is not effectively used to structure the session. The client is not able to identify an issue.	
Analysis and Reflection	All session strengths and areas for growth are accurately identified. Specific goals for growth are present.	Most session strengths and areas for growth are accurately identified. Specific goals for growth are present.	Either session strengths or areas for growth are not accurately identified. Specific goals for growth are not clearly present.	Neither session strengths or areas for growth are identified, and goals for growth are not present.	
Mechanics (transcription and skill identification)	Transcription is nearly error-free, and all examples of skills are identified correctly.	Transcription has some errors and some/all examples of skills are identified correctly.	Transcription has many errors and some examples of skills are identified correctly.	Transcription is inaccurate and skills are not identified.	

Total points for this assignment: 20

**COUNSELING SKILLS
SELF ASSESSMENT AND REFLECTION FORM
PART A**

Student's Name: _____

Session #: _____

Date: _____

Directions: Please place a "1" (Evident), "0" (Not Evident), or "NA" before each evaluative item. "1" indicates the behavior or skill is evident; "0" indicates that it is not evident. "NA" indicates the behavior or skill was not applicable or the rater is not able to evaluate the item.

- ___ 1. The client chosen for this counseling interview is currently enrolled in the counseling course.
- ___ 2. The counselor secured the client's permission (and parent, if appropriate) to tape the counseling interview.
- ___ 3. Both the client and counselor can be seen and/or heard on the tape.
- ___ 4. The counseling interview lasted the required amount of time.
- ___ 5. The counselor sounded genuinely interested and concerned in the client's issues/concerns/problems.
- ___ 6. The counselor appeared to be able to establish rapport effectively with the client.
- ___ 7. The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.
- ___ 8. The client appeared to be relatively relaxed with the counselor as the counseling interview progressed.
- ___ 9. The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.
- ___ 10. The client appeared comfortable to express thoughts and feelings with the counselor.
- ___ 11. The counselor kept the counseling interview flowing and moving effectively.
- ___ 12. The counselor kept effective focus on the client's issues and concerns.
- ___ 13. Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.
- ___ 14. The counselor attempted to move the client toward active behavior.
- ___ 15. It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.

**COUNSELING SKILLS
SELF ASSESSMENT AND REFLECTION FORM
PART B**

Name: _____ **Session Date:** _____

Client's Initials: _____ **Session Length:** _____

Session Number with Client: _____

1. Background Information (client description, demographics, presenting issue or concern):

2. Session Notes (What was your goal for the session? How were you attempting to accomplish this goal? What happened in the session? Any behavioral observations?):

3. Basic Counseling Skills (What counseling skills were predominantly used in this session? Were these appropriate to the timing and issues being discussed?)

4. Conceptualization (Counselor's interpretation of what was happening with the client, hypotheses concerning possible treatment approaches):

5. Counselor's reaction to session (**YOUR** thoughts and feelings about what happened in the session, what went well (or didn't go well) in the session, and why):

6. What counselor would have done differently and why? Identify specific learning goals and areas for growth : (What are some different counseling skills, responses, and interventions that you might have used instead and why? What, specifically, do you hope to improve upon in the future?)

7. How does this assignment relate to your future work as a counselor? In other words, how (cite examples) will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a counselor?

8. Rate your overall performance in this session based on the criteria delineated in the attached scoring rubric:

Session #1: ____/7
Session #2 ____/8
Session #3 ____/5
Session #4 ____/20

Why did you choose to rate your performance at this level?

9. What additional supervision and feedback do you feel you need from the Professor on this assignment?

10. Transcription

Total Minutes Transcribed: