

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education - Counseling & Development**

**EDCD 606: Counseling Children and Adolescents**

**4 credit hours**

Fall 2011

**Class Location:** Robinson Hall A 412

**Class Time & Date:** Wednesdays, 5:30P-9:30P

**Instructor:** Joseph M. Williams, PhD

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**Office:** Krug 202C

**Office Hours:** by appointment

**Course Description**

*Prerequisite(s): Admission to CNDV program, and successful completion of EDCD 525: Advanced Human Growth and Development and EDCD 603: Counseling Theories and Practice*

EDCD 606 presents theories, techniques, and counseling issues relevant to children and adolescents. It focuses on advanced counseling skills and techniques and builds on the knowledge and skills learned in EDCD 603. Children and adolescents are viewed from an ecological perspective which recognizes the important role that various systems (family, school, community, culture, and broader society) have upon their development and their related implications for counseling. Counseling labs provide practice with an emphasis on process and culturally competent counseling strategies.

**Student Outcomes**

At successful completion of this 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 to effectively counsel children and adolescents, with particular attention to multicultural/social justice strategies.
4. Demonstrate an awareness of the importance and development of prevention and intervention programs to address the problems of children and adolescents.

**Professional Competencies**

At the end of this course, students will fulfill the requirements of the following professional organizations:

1. Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.

2. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
3. Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirement described in Section II.5: Helping relationships: An understanding of counseling process in a multicultural society.
4. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

### **Course Materials and Assignments**

This course is taught through a combination of lectures, class discussions, small group discussions, group presentations, assigned readings, experiential exercises, research, multi-media presentations, guest speakers, and counseling labs to advance and evaluate students' knowledge and skills.

### **Required Text**

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

\*Additional readings may be assigned at the discretion of the instructor.

### **Required Reading: Electronic Reserves**

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

Bemak, F., & Chung, R. (2005). Advocacy as a critical role for urban school counselors: Working toward equity and social justice. *Professional School Counseling, 8*, 196–202.

Bemak, F., & Chung R. C-Y. (2008). New professional roles and advocacy strategies for school counselors: A multicultural social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling and Development, Multicultural and Diversity Issues in Counseling, Special Issues, 38*, 372-381.

Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community*. Portland, OR: Western Center for Drug-Free Schools and Communities.

Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School Counseling, 8*, 219-227.

Bryan, J. (2009). Engaging clients, families, and communities as partners in mental health. *Journal of Counseling and Development, 87*, 507-511.

Bryan, J., & Henry, L. (2008). Strengths-based partnerships: A school-family-community

- partnership approach to empowering students. *Professional School Counseling*, 12, 149-156.
- 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 pro-social 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.
- Franklin, C., Biever, J., Moore, K., Clemons, D., & Scamardo, M. (2001). The effectiveness of solution-focused therapy with children in a school setting. *Research on Social Work Practice*, 11, 411-434.
- Galassi, J. P., Griffin, D., & Akos, P. (2008). Strengths-based school counseling and the ASCA National Model. *Professional School Counseling*, 12, 176-182.
- Gingerich, W. J., & Eisengart, S. (2000). Solution-focused brief therapy: A review of the outcome research. *Family Process*, 39, 477-498.
- Goldring, L. (2002). The power of school culture. *Leadership*, 32, 32-35.
- Griffin, D., & Steen, S. (2011). A social justice approach to school counseling. *Journal for Social Action in Counseling and Psychology*, 3, 74-85.
- Terjensen et al. (2007). Integrating positive psychology into schools: Implications for practice. *Psychology in the Schools*, 41, 163-172.
- Kahn, B. (2000). A model of solution-focused consultation for school counselors. *Professional School Counseling*, 3, 248-255.
- Lee, C. C. (2005). Urban school counseling: Context, characteristics, and competencies. *Professional School Counseling*, 8, 184-188.
- 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*

Nicoll, W. G. (2011). Transformative School Counseling: Developing a Resilience-based Program. Paper presented at ACA, 5-14.

Ponterotto, J. G., Mendelopwitz, D. E., & Collabolltta, E. A. (2008). Promoting multicultural personality development: A strengths-based, positive psychology worldview for schools. *Professional School Counseling, 12*, 93-99.

Rak, C. F., & Patterson, L. E. (1996). Promoting resilience in at-risk students. *Journal of Counseling and Development, 74*, 368-373.

Ratts, M., Dekruyf, L., & Chen-Hayes, S. (2007). The ACA Advocacy Competencies: A social justice framework for professional school counselors. *Professional School Counseling, 11*, 90-97.

Saleebey, D. (2008). Commentary on the strengths perspective and potential applications in school counseling. *Professional School Counseling, 12*, pp. 68-75.

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 (Optional)**

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

American Psychological Association. (2011). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Or**

The University of Purdue, online APA formatting and style guide. Retrieved from:  
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

### **Assignments**

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA 6<sup>th</sup> edition format, and adherence to requirements of assignment. **As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.** Assignments are considered late after 15

minutes of the class session in which they are due. 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. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

### **Class Attendance and Participation (10 points)**

Students are expected to attend all schedule classes and will be assessed by their preparedness for class and involvement in class discussions and activities. It is expected that you will have done the readings prior to the class and are prepared to participate in the class discussions. Much of your learning will take place as a result of your interactions and participation in class. ***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.*** As a graduate student, you are expected to arrive on time and stay for the entire class period. **Students are expected to attend class, arrive on time and stay for the entire class period. Students with more than one unexcused absence will fail the class. Excused absences should be accompanied by a note from someone's doctor, etc. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade.** 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.

Students must have their own audio recording equipment. Digital recorders are recommended. Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line. In addition, students should check Blackboard and their GMU email for course updates on a daily basis. All course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

### **Professional Growth Opportunities (5 points)**

You are expected to participate in a professional growth opportunity during the semester. Here is an example of professional opportunities occurring during this semester: Association of Counselor Education and Supervision Conference, Nashville, TN ... or attend a daytime school visit to American School Counselor Association. Other workshops, conferences, and opportunities will be announced throughout the semester. A rubric will be provided in class. Students will write a 1-2 page reflection on their experiences and post on Blackboard. Please be sure to provide evidence of participation in professional growth opportunity.

### **Worldview Paper (15 points)**

Select a book of fiction or documentary (approved by the instructor) 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 and follow APA 6<sup>th</sup> edition guidelines (e.g., title page, abstract, running head, and references). Guidelines for this paper and an evaluation rubric will be provided in class.

### **Student-directed learning activities (20 points)**

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 (20-25 minutes) present the issue to the class, and will provide copies of the handout to classmates (15 points). Presentation sign-up will be available on the 2<sup>nd</sup> 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)

### **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. Students should be descriptive, thoughtful, and comprehensive in their assessments and reflections. Rubrics will be provided in class. Remember that transcription and reflections are due for the 1<sup>st</sup> & 2<sup>nd</sup>, and 3<sup>rd</sup> counseling sessions.

- 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 5 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 for the first counseling session. **(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 7 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 11<sup>th</sup> 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 14<sup>th</sup> 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 (10 minute), reflection, and a copy of the parent permission form will be due on the 14<sup>th</sup> class meeting. **(20 points)**

**Final Examination (10 points)**

The final examination 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.

**Course Requirements and Evaluation**

<b>Assignments</b>	<b>Points</b>	<b>Due Dates</b>
Class Attendance and Participation	10	Evaluation throughout semester
Worldview Paper	15	Oct. 12
Student-directed Learning Activities	20	Focus on Counseling Issues Nov. 9 Current Issues Oct. 26
Counseling sessions	40	Counseling Session # 1 Sept. 14 Counseling Session # 2 Sept. 28 Counseling Session # 3 Nov. 2 Counseling Session # 4 Nov. 30
Professional Growth Opportunity	5	Dec. 7
Final Exam	10	Dec. 7
<b>Total Points Possible</b>	<b>100</b>	

**Grades**

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

A	97—100	B+	91—93	C	80—83
A-	94—96	B	87—90	F	0—79
		B-	84—86		



## 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/>].

**C&D Program Professional Performance Criteria (Effective February 25, 2003)**

The Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to specific Professional Performance Criteria. These *Performance Criteria* are on the Counseling & Development program's homepage: <http://gse.gmu.edu/programs/counseling/resources>

**Plagiarism**

The following two paragraphs are taken directly from GMU's website addressing plagiarism. Read them carefully to ensure thorough understanding of this issue. **NOTE:** Any form of plagiarism could be justification for dismissal from the Counseling & Development program. The full GMU Plagiarism Policy can be found at <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

***Plagiarism Statement***

*Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be*

*precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.*

### ***Plagiarism and the Internet***

*Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. (Virginia Montecino)*

### **Attendance**

Students are expected to attend class, arrive on time and stay for the entire class period. Students with more than one unexcused absence will fail the class. Excused absences should be accompanied by a note from someone's doctor, etc. Finally, lateness to class can count towards someone's absence and/or participation grade.

### **Use of Technology**

*Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.*

**EDCD 606 – Tentative Class Schedule**

<b>Session/Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>Week 1: Aug. 31</b>	<p><b>Topic:</b> Orientation &amp; Introductions Worldview &amp; Ecological Activity Syllabus</p> <p><b>Skills:</b> Review of basic skills</p>	
<b>Week 2: Sept. 7</b>	<p><b>Topics:</b> Counseling children – how is it different? Developmental characteristics Counseling skills with children and adolescents</p> <p><b>Skills:</b> Practice basic skills with peer counseling student</p>	<p><b>DUE:</b> Bring audio recording equipment to class</p> <p><b>Readings:</b> Vernon - Ch. 1 &amp; 2</p> <p><b>ER:</b> Erdman &amp; Lampe; Van Velsor</p>
<b>Week 3: Sept. 14</b>	<p><b>Topic:</b> Culturally responsive Counseling skills</p> <p>Strength-based perspective on counseling children</p> <p><b>Skills:</b> Practice basic skills</p> <p>Feedback and review of session #1</p>	<p><b>DUE:</b> Counseling Session # 1 &amp; Reflection</p> <p><b>Readings:</b> Vernon- Ch. 8</p> <p><b>ER:</b> Lui &amp; Clay ; Day-Vines &amp; Terriquez; Galassi, Griffin, &amp; Akos; Ponterotto, et al. Saleebey</p>
<b>Week 4: Sept. 21</b>	<p><b>Topic:</b> A new vision for school counselors</p> <p>ACA Advocacy Competencies</p> <p><b>Skills:</b> Eco-mapping &amp; Assets Mapping dialogues Community Genograms</p>	<p><b>ER:</b> Lee, 2000; Bemak &amp; Chung, 2005;2008; Griffin &amp; Steen, 2011; Ratts, et al. 2007; Williams &amp; Greenleaf, in press</p>
<b>Week 5: Sept. 28</b>	<p><b>Topics:</b> Cross-Cultural Zone Developing a School Counseling Program</p> <p><b>Skills:</b> Case study processing</p> <p>Session #2 discussion/consultation with peers</p>	<p><b>DUE:</b> Counseling Session #2 &amp; Reflection</p> <p><b>Readings:</b> Vernon: Ch. 12</p> <p><b>ER:</b> Chung &amp; Bemak; Goldring; McNeely et al.</p>
<b>Week 6: Oct. 5</b>	<p><b>Topic:</b> Resiliency and children/adolescents</p> <p>Case Study &amp; Article Discussions</p>	<p><b>Readings:</b> Vernon: Ch. 9-10</p> <p><b>ER:</b> Benard,, 1991; Bryan 2005; 2006; 2009; Corcoran; Rak &amp; Patterson; Masten et al.; Nicoll, 2011</p>

<b>Week 7: Oct. 12</b>	<p><b>Topic:</b> Play Therapy</p> <p><b>Skills:</b> Review Session #2 feedback; prepare for Session #3</p>	<p><b>DUE:</b> Worldview Paper</p> <p><b>Readings:</b> Vernon: Ch. 3 &amp; 4</p>
<b>Week 8: Oct. 19</b>	<p><b>Online Class (Tentatively)</b></p> <p>Professional Development Project Field Trip or Online Presentations</p>	<p><b>DUE:</b> One-page reflection on your observations, etc.</p>
<b>Week 9: Oct. 26</b>	<p><b>Topic:</b> Current Counseling Issues - Class Discussion Solution focused counseling</p> <p><b>Skills:</b> Preparing for the third session</p>	<p><b>DUE:</b> Current Counseling Issues</p> <p><b>Readings:</b> Vernon: Ch 5</p> <p><b>ER:</b> Gingerich; Terjensen et al.; Franklin; Kahn</p>
<b>Week 10: Nov. 2</b>	<p><b>Topic:</b> Using Theory to conduct a session Solution focused Strength-based perspective</p> <p><b>Skills:</b> Bring Session #3 for peer review /consultation</p>	<p><b>DUE:</b> Counseling Session #3 <b>DUE:</b> Current Counseling Issues</p> <p><b>ER:</b> Wong</p>
<b>Week 11: Nov. 9</b>	<p><b>Focus on an Issue Presentations</b> Case studies</p> <p><b>Skills:</b> Session #3 discussion</p>	<p><b>DUE:</b> Focus on an Issue</p> <p>Counseling Session #3 reflection</p>
<b>Week 12: Nov. 16</b>	<p><b>Topics:</b> Counseling children with special needs Small Group Counseling Case Study application</p> <p><b>Skills:</b> Using theory to conduct a session</p>	<p><b>Readings:</b> Vernon: Ch 7, 11</p> <p><b>DUE:</b> Focus on an Issue</p>
<b>Week 13: Nov. 23</b>	<b>No lass- Thanksgiving Break</b>	
<b>Week 14: Nov. 30</b>	<p><b>Topics:</b> Mental Disorders Working with parents</p> <p><b>Skills:</b> Working with adults in the school setting</p>	<p><b>DUE:</b> Final Counseling session #4 &amp; Reflection</p> <p><b>Readings:</b> Vernon: Ch. 13-14</p>
<b>Week 15: Dec. 7</b>	<p><b>Topics:</b> Sharing book selections; Closure</p> <p>Review and debriefing of final counseling session</p>	<p><b>Due:</b> Final essay question and case study</p>

**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. (5)	Misses one full class; or comes late twice; and/or leaves early twice. (3)	Misses more than two classes and must withdraw from the course.	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. (5)	Occasionally asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. (3)	Rarely asks/answers questions or makes comments that indicate familiarity with topic, lecture, or assigned readings. (1)	Never asks/answers or makes comments that indicate familiarity with the topic, lecture, or assigned readings. (0)

**Points: 10**

**\*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 (20-25 minutes) present the issue to the class, and will provide copies of the handout to classmates [15 points].

Presentation sign-up will be available on the 2<sup>nd</sup> 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].

	Criteria				Points
	0	1	1-2	2-3	
<b>Relevant Information</b>	Product is incomplete	Product is missing one of the required components Product fails to provide any of the previously described components	Includes resources and/or supportive material.  Accurate citations	Product provides relevant & accurate counseling info  Includes resources and/or supportive material.  Accurate citations	—
<b>Content Knowledge</b>	Student does not seem to have grasped the information presented.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory.	Student is at ease with content, but fails to elaborate or provide examples.	Speaker provides an accurate and complete explanation of key concepts and theories with explanations and elaboration.	—
<b>Mechanics</b>	Student presentation had four or more spelling errors and/or grammatical errors.	Audience occasionally has trouble hearing the presentation; seems uncomfortable Presentation had three misspellings and/or grammatical errors.	Clear articulation but not as polished; slightly uncomfortable at times. Presentation has no more than two misspellings and/or grammatical errors.	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence Presentation has no misspellings or grammatical errors.	—
<b>Delivery</b>	Student is not able to keep the audience engaged. The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion.  Student makes no eye contact and only reads from notes.	Student is able to keep the audience engaged at least half of the time.  Student occasionally uses eye contact, but still reads mostly from notes.	Student is able to keep the audience engaged most of the time. Some effort to make the material relevant to audience needs and interests.  Student maintains eye contact most of the time but frequently returns to notes.	Student is able to effectively keep the audience engaged. Material is modified or clarified as needed given audience verbal and nonverbal feedback.  Student maintains eye contact with audience, seldom returning to notes.	—
<b>Role Play Scenario/Activity</b>	Student did not participate in required role play.	Student read role play primarily from a script. Student demonstrated at least one counseling skill.	Role play was engaging and easy to follow. Student demonstrated at least two counseling skill.	Role play was creative, engaging, and informative Student demonstrated three or more counseling skills.	—
				<b>Total----&gt;</b>	—

**Professional Growth Opportunity (IDEAS)**

1. Engage in advocacy (2-3 pages): Participate in an advocacy or social justice related activity. Write a 1-2 page summary of what you did, why it was important to you, and what you learned. Also include how you believe the project you chose relates to and/or is consistent with Counseling or other helping professionals (include at least **2 citations** to support your argument). Also, include the letter, a brochure, pictures, or some evidence of your participation. Some ideas:
  - a. Write and send a letter to a congressperson
  - b. Write a letter to an editor of a magazine or newspaper
  - c. Attend or organize a protest, rally, boycott, sit-in, strike, etc for a cause important to you
  - d. Help organize an educational event related to social justice
  - e. Volunteer at a social service agency/organization (soup kitchen, escort for abortion clinic, literacy project)
  - f. On-line activism (e.g., check out Kiva.org)
  
2. Attend a cultural event (2-3 pages): Watch a movie (e.g., Boys Don't Cry; Brokeback Mountain; Crash; Dirty Pretty Things; Earth; Fire; Hotel Rwanda; Life if Beautiful; Paper Clips; Water), go to a museum exhibit (e.g., American Indian Museum; Holocaust Museum; Fields to Factory exhibit at American History Museum), attend a show, a meeting, a lecture, festival, etc., that presents issues that **are new to you** with regard to multiculturalism or social justice. Write a 2-3 page reaction paper, detailing why you chose the event/film, as well as your personal reactions and what you learned. Be sure to include at least **2 citations** to integrate course material to your paper.
  
3. Current event reaction paper (2-3 pages). Write about a current event and how it relates to counseling or any of the topics discussed in class. Be sure to indicate why you chose the event, your personal reactions, and how it relates to counseling. Include at least **2 citations** to integrate course material to your paper.
  
4. Attend a counseling conference, for example ACA, ACES, VSC, etc. Write a 2-3 page reaction paper, detailing why you chose the session(s) as well as your personal reactions and what you learned. Be sure to include at least **2 citations** to integrate course material to your paper.



## Online Blackboard Discussion

**Protocol for posting threads and contributing to an online discussion are as follows:**

Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).

Postings should be a minimum of one short paragraph and a maximum of two paragraphs.

Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

Address the questions as much as possible (don't let the discussion stray).

Try to use quotes from the articles that support your postings. Include page numbers when you do that.

Build on others responses to create threads.

Bring in related prior knowledge (work experience, prior coursework, readings, etc.)

Use proper etiquette (proper language, typing, etc.).

## Worldview Paper Guidelines & Rubric

### The syllabus states:

Select a book of fiction or documentary (approved by the instructor) 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 6<sup>th</sup> required (title page, abstract, running head, references).

### Guidelines:

- The body of the paper must not exceed 5 pages.
- Use APA 6<sup>th</sup> 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:
  - A description of the central character's worldview.
  - A discussion of how the central character's worldview developed, including some of the factors that influenced the development of his or her worldview.
  - Compare or contrast an aspect of the character's worldview to your own worldview.
  - 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	(1) Requirements: <ul style="list-style-type: none"> <li>Select appropriate book choosing a culture other than your own</li> <li>Summarize story briefly</li> <li>Discussion &amp; reflection on development of worldview</li> <li>Contrast your own worldview to that of the character's</li> <li>Counseling implications</li> <li>Use min. 1 reference</li> <li>Paper length: 5 pages</li> <li>Adhere to APA 6<sup>th</sup> ed</li> </ul>	(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: <ul style="list-style-type: none"> <li>Minimal spelling and grammatical errors</li> <li>Clarity of expression. Paper organization includes introduction conclusion, and proper use of paragraphs.</li> </ul>	(1) Writing does not follow the guidelines: <ul style="list-style-type: none"> <li>A few spelling and grammatical errors</li> <li>Lacks clarity of expression</li> <li>Some organizational errors</li> </ul>	(.5) Writing fails to follow previous guidelines: <ul style="list-style-type: none"> <li>Many spelling and grammatical errors, and/or</li> <li>Lacks clarity and/or</li> <li>Is not organized</li> </ul>	(0) Writing fails to follow previous guidelines: <ul style="list-style-type: none"> <li>Many spelling and grammatical errors</li> <li>Lacks clarity</li> <li>Is not organized</li> </ul>
APA 6 <sup>th</sup>	(2) Follows APA 6 <sup>th</sup> with 0-1 types of errors	(1) Follows APA 6 <sup>th</sup> with 2-3 types of errors	(.5) Follows APA 6 <sup>th</sup> with 4-5 types of errors	(0) Makes more than 5 types of APA 6 <sup>th</sup> errors
Discussion & reflection on development of worldview and impact on adulthood	(7) Paper discussion includes: <ul style="list-style-type: none"> <li>A theory of the development of a worldview</li> <li>Support and analysis for the theory</li> <li>Contrast your own worldview to that of the character's</li> <li>The impact of childhood experiences on adulthood is explored.</li> </ul>	(4) One of the previously described requirements is missing or inadequate	(2.5) Two of the previously described requirements is missing or inadequate	(0) None of the previously described requirements are present
Counseling Implications	(3) 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.	(2) The counseling strategies & implications are not clearly presented <i>or</i> supported	(1.5) 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: 15

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

	<b>Exceeds</b>	<b>Adequate</b>	<b>Emerging</b>	<b>Not Present</b>
<b>Adherence to Assignment (2)</b>	Requirements of assignment met: <ul style="list-style-type: none"> <li>• Transcription, minimum 5 or 7 min</li> <li>• Skills identified</li> <li>• Reflection of session on transcript</li> <li>• 2-3 page reflection of session (2)</li> </ul>	One of the previously described requirements missing (1)	Two of the previously described requirements missing (.5)	None of the previously described requirements missing (0)
<b>Counseling Skills Used &amp; Identified (2.5)</b>	<ul style="list-style-type: none"> <li>• Counseling skills (e.g. questions, minimal encouragements, empathy) are used and identified</li> <li>• Counselor reflection included on transcript</li> <li>• Session is structured with an opening (including confidentiality statement, purpose of sessions etc) and a closing. (2.5)</li> </ul>	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)
<b>Reflection (3)</b>	Counseling session reflection includes: <ul style="list-style-type: none"> <li>• Summary of session</li> <li>• Issues that emerged for you during the session</li> <li>• Strengths and goals for growth (3)</li> </ul>	One of the previously described requirements missing (2)	Two of the previously described requirements missing (1)	None of the previously described requirements missing (0)

## 4<sup>th</sup> Counseling Session

### Assignment Guidelines:

The fourth counseling session should be conducted after the 11<sup>th</sup> class session. A 10 minute transcription of the 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 14<sup>th</sup> 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 14<sup>th</sup> class meeting. [20 points].

### Levels:

	Exceeds 5	Adequate 4	Emerging 3	Not Present 2	Score
<i>Criteria:</i>					
<b>Demonstration of Counseling Skills</b>	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.	
<b>Counseling Session is Structured</b>	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.	
<b>Analysis and Reflection</b>	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.	
<b>Mechanics (transcription and skill identification)</b>	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: \_\_\_\_\_

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**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 the impact of environmental factors and 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**

Case Conceptualization  
(Recommended Guidelines)

Name: [Use Pseudonym Only]

Grade Level:

D.O.B.:

1. Identifying Data: This is basic demographic and descriptive information about the individual.
2. Presenting Problem: What are the complaints, concerns, discomforts of this session?
  - a. Described from several perspectives; students, peers, teachers, family, others.
  - b. Order of importance (first, second, ...).
  - c. Precipitating circumstances.
  - d. Behavioral description: Frequency, Intensity, Duration, Time Initiated.
  - e. Recurrence.
3. Relevant History: Any historical information related to the concern may be helpful.
  - a. How did your relationship with this student begin?
  - b. Familial, educational, physical, emotional, psychological, environmental, etc.
4. Interpersonal Style:
  - a. Orientation toward others in social environment.
  - b. Interpersonal stance toward counselor, teachers, peers, others.
5. Environmental Factors:
  - a. Sources of Stress.
  - b. Sources of Support.
6. Personality Dynamics:
  - a. Cognitive Factors: Data relevant to thinking and mental processes.
  - b. Emotional Factors: What is going on emotionally in the sessions?
  - c. Behavioral Factors: Verbal and Nonverbal.
7. Counselor's Conceptualization of the Problem:
  - a. Most outstanding qualities of the student's personality?
  - b. Major interpersonal orientation?
  - c. Common themes, what ties it all together?
  - d. Central features of the problem?
8. Response to the Child:
  - a. Based on the information and observations, what would you recommend as an appropriate intervention and why? Your recommendation should be based on the conceptualization. Your rationale should be clear and tied to the presenting problem, relevant history and your conceptualization of the problem.
  - b. What theoretical approach are you choosing to use with this student and why?

## **Reflecting Team Instructions for Group Supervision**

### **Background**

*The RT concept originated in marriage and family therapy through the work of Norwegian psychiatrist Tom Andersen and his colleagues. This team approach incorporates the collective perspective of a family presenting for treatment, a therapist and a reflecting team. Generally, the RT approach entails the following four-part process.*

- 1. The therapist and a family meet for a therapy session, which is closely and silently observed by a reflecting team.*
- 2. Following the therapeutic session, RT members discuss their reflections of the session amongst themselves. RT members frame their input in dimensions of possibilities, hope, curiosity, rather than critique. This discussion is quietly observed by the therapeutic team.*
- 3. The therapist and the family then process the RT reflections. During this step, the family is encouraged to integrate old and new meanings and perspectives.*
- 4. At the end of the first three steps, all participants join together for further processing and closure. This is the only point at which all members are permitted to fully interact with one another.*

### **RT in Supervision**

*The RT idea has been applied to a number of clinical settings, including group supervision of counselors in training. In this context some adaptations are made, including an extra step.*

- 1. **Presentation:** A student provides the supervision class a client case presentation from his/her field site. Ideally the student presents a case background as well as an audio/video demonstration of a therapy session with the client. The rest of the students take notes during the presentation.*
- 2. **Interview:** After the presentation, the class sits quietly in a circle. The professor and the presenting student sit outside of the circle facing each other and discuss the case while the class observes. The professor poses questions designed to heighten case conceptualization and meaning for the student. During this time, the student may make specific requests for help from the class.*
- 3. **RT Discussion:** Following the interview, the RT engages in a dialogue about the student and his/her case. RT participants may refer to their notes and the student's requests for this discussion. Like a therapeutic RT, in this setting the dialogue is framed in thoughts of collaboration, exchange of ideas, meaning, curiosity, and positive focus.*
- 4. **Follow-Up Interview:** The professor and the student reflect on the content of the RT discussion.*
- 5. **Gathering:** Lastly the professor, presenting student, and the class meet to process the entire experience.*

## RT Process Guidelines

### Characteristics of Reflecting Team Work:

- *A positive focus, collaboration, curiosity, and attending to what is useful, helpful, or already working.*
- *A multiplicity of viewpoints.*
- *Highlights future goals and strengths to reach those goals.*

### What to reflect:

- *Descriptions of strengths and successes.*
- *What people did or are doing to solve problems.*
- *Positive exceptions to dominant stories or patterns of behavior.*
- *Future orientations and goal orientations.*
- *Positively oriented unanswered questions (Things that seems like mysteries)*
- *Words or phrases used repeatedly, with accompanying affect, or that seem idiosyncratic or unusual.*
- *Positive alternatives to other team members' reflections*
- *Both "observations" and "double meanings" that seem helpful.*
- *Descriptive metaphors (e.g., the direction or "roles' observed).*

### How to reflect:

- *With respect for the parties involved and viewpoints expressed.*
- *Using indirect statements.*
  - *"I wonder . . ."*
  - *"Could it be . . ."*
  - *"It might be helpful to consider . . ."*
  - *"I'm curious . . ."*
  - *"I was interested in . . ."*
- *Using questions, especially process-orientated and hypothetical questions.*
  - *"How is he/she acting more . . ."*
  - *"What will happen if . . ."*
  - *"How was that related to . . ."*
  - *"When did that change . . ."*
- *Using the supervisee's or client's words and values.*
- *In an "appropriately unusual" way (reflect new ideas, rather than more of the same).*
- *Using descriptions whenever possible.*
- *In conversation with other team members.*
- *Speak from own experience.*

### Interviewing:

*During the initial interview, the professor poses questions to the student that are student-centered rather than client-centered. These questions should be aimed at increasing student awareness and case conceptualization. For example:*

- *"Where do you feel stuck with this client?"*
- *"What were you feeling when . . .?"*
- *"What do you believe you did that was helpful for this client?"*
- *"What meaning do you make of the client's reaction to . . .?"*
- *"How does your theoretical perspective aid you with this client?"*
- *"Did you notice any patterns in this session?"*

- *“What do you imagine the client was experiencing when you . . .”*
- *“How could you increase (decrease) . . .”*

**Follow-up Interview:**

*During this step, the professor helps the supervisee integrate the information processed by the RT, as well as construct a meaningful “path” for the student. To promote these goals, the professor may use questions such as:*

- *“What overall message did you hear from the RT?”*
- *“How might you use these thoughts in future sessions?”*
- *“What was the most helpful information from the RT?”*
- *“Where do you see yourself going from here with this client?”*
- *What change do you anticipate in yourself as a result of today’s work?”*

## Appendix A

### Consent for Audio/Video Tape Recording

To Students and Parents,

\_\_\_\_\_ is a graduate student enrolled in the counselor education program at George Mason University of Iowa. She/he is completing her/his course work in a class entitled "*counseling children and adolescents*". Her/his work is supervised at the George Mason University by Dr. Joseph M. Williams, Assistant Professor in the Counseling and Development program, within the College of Education and Human Development. Dr. Williams may be reached by telephone at 703-993-5343 or E-mail at [jwilli32@gmu.edu](mailto:jwilli32@gmu.edu)

The graduate student will be making audio or video tapes of some counseling sessions with selected students as part of her/his training. These tapes will be for training purposes only; therefore, they will be kept confidential. The tapes will only be shared with Dr. Williams and other students. Only your child's first name and the date of the meetings will be used for identification purposes. The tapes will be erased at the conclusion of the semester.

If you agree to have your child's counseling sessions recorded, please sign the consent form below. Thank you for your consideration.

Sincerely,

*Dr. Joseph M. Williams*

Joseph M. Williams, Ph.D.  
Assistant Professor, GMU Counseling and Development

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I \_\_\_\_\_ have read the Consent for Audio/Video Tape Recording form and agree to have all or part of my (or my child's) counseling sessions \_\_\_\_\_ audio or \_\_\_\_\_ video tape recorded (Please check beside each acceptable method of recording). I understand that I may withdraw consent at any time by notifying the student, the site, or Dr. Williams.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Child/Adolescent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B

### Transcription Example with Classmate

The purpose of this assignment is for the student to demonstrate the use of intentional communication.

#### Steps

1. Invite a classmate to be your interviewee.
2. **Tape at least a 10-20 minute interview** in which you use the MicroCounseling skills.
3. **Take notes on client feedback at the end of the interview.**
4. **Pick at least a 10 minute continuous segment** of the tape and type a complete a transcript and skill ID of the conversation.
5. **All** of your statements must be typed including “huh-huh”, “ok”, and “hmmmm...” **Transcripts are to be verbatim**, not an approximation.
6. **Then, identify the skill** that you used that corresponds with each statement you made.
7. Last, **comment on your use of the skills**, what worked and what did not. Comment on the response made by the interviewee.
8. **Use the format below** (this format combines transcript, skill ID and commentary).

Skill	Statement	Commentary
Paraphrase	Sounds like you think that parking is hopeless in downtown Iowa City, is that right?	I used a paraphrase and check out. The client nodded vigorously. I think I'm on the right track.
Miracle Question	If a miracle happened overnight and parking was no longer a problem how would you know?	I asked the MC but the client took a long time to answer. Did I ask it the right way?
Reflect of feelings	I wonder if you're overwhelmed by the number of people on campus.	I used a reflection and the client went on to elaborate on how overwhelmed she is with the size of the university.
Scaling	So we have been talking about your problems with Iowa City, on a scale of one to ten, how big is the parking problem?	Used scaling to determine if this was a priority issue with the client. She chose a 7. This is a problem!

