

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 606.001– Counseling Children and Adolescents  
3 Credits, Spring 2020  
Thursdays 4:30 – 7:10 PM Thompson Hall Room 1020 – Fairfax

**Faculty**

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**Prerequisites/Corequisites**

Admission to CNDV program, B or better in EDCE 603

**University Catalog Course Description**

Presents theories, techniques, and counseling issues relevant to children and adolescents. Provides practice with an emphasis on process and culturally competent counseling strategies.

**Course Overview**

This course focuses on advanced counseling skills and techniques relevant to children and adolescents and builds on the knowledge and skills learned in EDCE 603. The course is designed to help students develop basic and advanced counseling skills and experience receiving verbal and written feedback on simulated counseling sessions in order to prepare you for your practicum, internships, and a professional career in counseling. The course will also provide insight into role of racial, social, and cultural factors in the development of counseling relationships. Experiential counseling component provides useful feedback to promote the development of relationship building, counseling process, and culturally competent counseling skills.

**Course Delivery Method**

This course will be delivered using 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.

**CACREP Standards/ Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Increase knowledge of psychology and sociological issues affecting children and adolescents.
2. Understand the interrelationship of school and clinical counseling to contemporary problems of children and adolescents
3. Understand intervention strategies to effectively counsel children and adolescents
4. Develop culturally competent counseling skills
5. Become aware of evidence –based strategies for both prevention/wellness and intervention/counseling to address developmental and mental health issues commonly facing children and adolescents.
6. Develop characteristics and behaviors that influence the counseling process (2.F.5.f)
7. Understand processes for aiding students in developing a personal model of counseling (2.F.5.n)

8. Apply techniques of personal/social counseling in school settings. (5.G.3.f)
9. Provide strategies to promote client understanding of and access to a variety of community-based resources. (2.F.5.k.)
10. Identify signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. (5.G.2.i.)

### **Required Texts**

Vernon, A. & Schimmel, C. J. (Eds.) (2019). *Counseling children and adolescents* (5<sup>th</sup> ed.). San Diego, CA: Cognella Academic Publishing.

*Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.*

### **Recommended Texts**

Cook-Cottone, C. P., & Kane, L. S. (2015). *The elements of counseling children and adolescents*. New York: Springer Publishing.

Damour, L. (2016). *Untangled: Guiding teenage girls through the seven transitions into adulthood*. New York, NY, US: Ballantine Books.

Damour, L. (2019). *Under pressure: Confronting the epidemic of stress and anxiety in girls*. New York: Ballantine Books

Dinkmeyer, D., McKay, G.D., & Dinkmeyer, D. (1997). *The parent's handbook*. STEP Publishers

Erford, B. T. (2014). *40 Techniques every counselor should know* (2<sup>nd</sup> Ed.). Columbus, OH: Pearson Merrill Prentice Hall.

Jacobs, E.E, & Schimmel, C.J. (2013). *Impact therapy the courage to counsel*. Morgantown, WV: Impact Therapy Associates.

Jensen, F.E. & Nutt, A.E. (2014). *The teenage brain. A neuroscientist's survival guide to raising adolescents and young adults*. New York: Harper Collins.

Lahey, J. (2015). *The gift of failure: How the best parents learn to let go so their children can succeed*. New York: Harper Collins.

Lythcott-Haims, J. (2015). *How to raise an adult: Break free of the over parenting trap and prepare your kid for success*. New York, NY, US: Henry Holt and Co.

Sigel, D.J, & Bryson, T.P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. New York: Bantam Books.

Sigel, D.J, & Bryson, T.P. (2016). *No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind*. New York: Bantam Books.

Sigel, D.J, & Bryson, T.P. (2018). *The yes brain. How to cultivate courage, curiosity, and resilience in your child*. New York: Bantam Books

Stixrud, W., & Johnson, N. (2018). *The self-driven child. The science and sense of giving your kids*

*more control over their lives.* New York: Penguin Random House.

Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood and what that means for the rest of us.* New York: Atria Books.

Vernon, A. (2002). *What Works When with Children and Adolescents: A Handbook of Individual Counseling Techniques.* Champaign, IL: Research Press.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

**Assignment 1:** Participation, Reading, Reflection, Attendance, and Mental Health Training Module (10% of total grade)

1. As a skill-based class, we will spend a great deal of time processing information through class discussion, group work, and participating in experiential activities. Because the class will be so interactive and experiential, there is no way to “get the information” from a missed class. The class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates’ learning as well. Several factors will go into your participation grade, including:

- a. **Attendance-** every student is expected to attend every class.
  - b. **Punctuality** - every student is expected to be ready to participate when class begins, and to stay for the duration of class time.
  - c. **Reading** – every student is expected to read *all* of the assigned material each week.
  - d. **Active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions, willingness to practice, role play, and demonstrate skills).
  - e. **Substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on reading, knowledge, and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way). A rubric will be provided on Bb.
2. School Counseling students will complete the required VA Mental Health module for licensure. Module information will be provided on Bb.

**Assignment 2:** Recordings, Transcripts, and Self-Evaluations (55% of total grade)

***The counseling transcript and self-evaluation is the performance-based assessment for this course.*** Students will record *three* (3) sessions (an additional session will be required for any student the instructor deems to demonstrate additional need for growth in clinical skills) with a classmate who is playing the role of a child or adolescent. Each counseling session will be between fifteen (15) and twenty (20) minutes (attention should be paid to the age and developmental level of the child portrayed in the role. Student performance will be assessed based on: a) effective use of appropriate counseling strategies based on developmental stage and cultural considerations, b) case conceptualization, c) self-reflection and evaluation of skills, d) accuracy of transcripts and notation of specific skills, and e) **growth** in response to

feedback from the professor and others throughout the semester. Students are encouraged to incorporate strategies and approaches learned throughout the semester into their sessions (rubric on Bb). An overview of the requirements for these sessions is provided below:

- **Session one (15 points)** will be recorded with a classmate and exchanged for review and feedback.
  - The student will complete a one-to-two page *Session evaluation and feedback* (form on Bb) and submit it to the instructor
  - The peer client will complete the *Peer Evaluation and Feedback* (form on Bb) and submit it to the instructor
    - These documents will be submitted as paper copies to the instructor in class
  - Session one is not transcribed or submitted to the instructor; it is an opportunity for students to practice counseling skills and to become comfortable with recording counseling sessions
- **Sessions two & three (20 points each)**
  - Students will submit *recordings and supplemental materials* (see below) for each session by the dates indicated on the course schedule.
- **Coded transcription** – for recordings *two and three*, students will transcribe a ten (10) minute section of the session. The instructor will listen to this segment of the recording and students will be graded based upon the counseling skills they demonstrate during this 10 minute segment.
  - **Format for the transcription**-in the far left column of the transcription, list exactly what was said during the session, using **CO** for the counselor’s statements and **CT** for the client’s statements. In the center column, list the skill you used with that statement. In the comments column on the far right, list your thoughts about what you said, what you might have said differently, your observations about the efficacy of your response based on what the client said, and any other observations you make regarding your skills during the session.

**Transcription Example:**

Client and Counselor Responses	Skill Used	Comments
CO: What would you like to talk about today?	Open Question	I think I will try something less “canned” next time, such as “How would you like to begin?”
CT: I am having a problem with my boyfriend.		
CO: Tell me more about that.	Minimal Encourager and Door Opener	She paused as if she wanted me to say something, so I encouraged her to continue.

- **Transcripts:** The following questions may help you analyze your work that is included in your transcript:
  - What were you thinking or feeling when the client said that?
  - Were you able to respond to the client’s content and/or feelings?
  - What alternative response could you have given your client?
  - What were the nonverbal behaviors of your client?
  - How did you demonstrate that you were open to your client?

- What, if any, verbals or non-verbals demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your client said or did?
- **Case Conceptualization** – students will provide a conceptualization of the client from a specific counseling theory or approach, identifying: (a) a brief sketch of the child/adolescent from the specific approach, (b) presenting concerns, (c) goals for the sessions, and (d) proposed process of counseling based on counselor approach, presenting concern, and child/adolescent developmental/cultural characteristics. This document will be updated after each session, and may change throughout the course of the sessions depending on the session content and/or process. The case conceptualization form will also be used as a self-evaluation tool.
- **CACREP Standard: 6, 7, 8**

**Assignment 3: Creative Therapy Presentation (25% of total grade)**

Students will work in small groups to plan and demonstrate a creative therapy activity/intervention (e.g., sand tray therapy, expressive arts, games/board games, science experiments, etc.) to use with children and/or adolescents. If you have an idea that is not listed, please feel free to set up a meeting with the instructor to discuss your idea. The entire class should be afforded the opportunity to participate in the activity. A rubric will be provided on Bb. Handouts will be supplied to all class members electronically via Blackboard. The instructor should receive a hard copy the day of the presentation. The handout should include the following information:

- An overview of the intervention (development, purpose, theoretical foundations, uses, etc.)
- A critical review of the evidence supporting the intervention, including development and cultural appropriateness
- Clientele of choice (i.e. target age range, presenting problem, etc.)
- Merits and drawbacks
- Variations of the technique
- Process/Discussion questions
- References, sources

Presentations should be approximately 10 to 15 minutes with an additional 15-20 minutes reserved for practice time with student audience (total presentation should not exceed 30 minutes). The presentation should ideally be creative, interactive and fun. Websites may be used as a resource. References should also include books and/or journal articles, and other professional sources.

**CACREP Standard: 8**

**Assignment 4: Skills Analysis and Self-Reflection Paper (10% of total grade)**

In order to ensure ongoing professional development and growth it is vital for counselors to continually engage in self-reflection. This assignment will provide students the opportunity to engage in that process by producing a brief (2-3 page) narrative in which the student will identify current areas of strengths, areas of growth throughout the semester regarding counseling skills, and a specific plan to improve counseling skills during their time in the GMU program (beyond just identifying courses to take, goals should be about how to get the most of those courses) and should include professional development opportunities outside of the program. A rubric will be provided on Bb.

- **Other Requirements**

## Course Expectations

**Electronic Devices:** Turn off and put away all electronic communication devices during class. 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, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

**Attendance:** In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. One unexcused absence will automatically lower the students' semester grade. Two unexcused absences will result in failing the class. Excused absences can only be arranged with instructor on a case by case basis. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. 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 on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the course this semester or taking the course during another semester.

**Assignment Policy:** 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. 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.

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. Most course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

### • Grading

Participation, Reading, and Attendance	10%
Counseling Children and Adolescents Intervention Showcase	25%
Counseling Tape #1	15%
Counseling Tape #2	20%
Counseling Tape #3	20%
Skills Analysis and Self-Reflection Paper	10%

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

**A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]**

## Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

### Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Date	Topic(s) Activities	Readings Due	Assignment(s) Due	CACREP Standard
1	1/23/20	Orientation & Introductions Syllabus <i>Brains Under Construction</i>	Vernon & Schimmel 1 & 2		6
2	1/30/20	Counseling Children and Adolescents <i>Basic Skills</i> ACES Community Resources	Vernon & Schimmel 1 & 2 <i>Wk. 2 Articles</i>	<b>Assignment:</b> Bring one community resource relevant to SC	6, 9
3	2/6/20	Rational Emotive Behavioral Therapy <i>Skill Work</i>	Vernon & Schimmel 7	<b>Due:</b> Community Resource	8
4	2/13/20	<i>Skills Practice Session</i>	Vernon & Schimmel 7		6, 7, 8
5	2/20/20	Transactional Analysis with Children and Adolescents <i>Skill Work</i>	Vernon & Schimmel 10	<b>Due: Recording One Self &amp; Peer Evaluation docs</b>	6, 8
6	2/27/20	<i>Skills Practice Session</i>	Vernon & Schimmel 8 & 9		6, 8
7	3/5/20	Solution Focused Brief Counseling <i>Skill Work</i>	Vernon & Schimmel 5		6,8
	3/12/20	<i>Spring Break</i>			
8	3/19/20	Reality Therapy <i>Skill Work</i>	Vernon & Schimmel 6	<b>Due: Recording #2</b>	6, 7, 8
9	3/26/20	Skills Practice Session	Vernon & Schimmel 5 & 6		6, 8
10	4/2/20	<b><i>Creative/Expressive/Play Therapy Student Presentations</i></b>	Vernon & Schimmel 3 & 4	<b>Due: Group Presentation</b>	8
11	4/9/20	Adler/Parenting <i>Skill Work</i>	Vernon & Schimmel 9, 13, 14		6, 7, 8
12	4/16/20	Counseling at-Risk Children and Adolescents/ <i>Mandated Reporting Skill Work</i>	Vernon & Schimmel 10 & 11	<b>Due: MH Module</b>	6, 8, 9, 10
13	4/23/20	Helping Children Cope with Grief <i>Activity</i>	Bb Folder	<b>Due: Recording #3</b>	6, 7, 8, 9
14	4/30/20	Ideas & Inspirations <i>Reflection on Growth Final Class Meeting/Course Evaluation</i>		<b>Due: Skills-Analysis and Reflection Paper (upload to BB)</b>	6, 7, 8
15	5/7/20	TBD *used if university closes unexpectedly			



## **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

**Assessment Rubric(s)**

***A.5.a.1 – SC: Tape Review Assignment in 606***

	%	<b>Exceeds Standards 4</b>	<b>Meets Standards 3</b>	<b>Approaching Standards 2</b>	<b>Below Standards 1</b>
1. Counseling skills KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n	20	Counselor demonstrates at least ten exceptional counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).	Counselor demonstrates at least ten counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).	Counselor demonstrates some counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).	Counselor demonstrates few counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).
2. Skills use KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n	20	Counseling skills are always used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.	Counseling skills are usually used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.	Counseling skills are sometimes used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.	Counseling skills are rarely used effectively or appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.

3. Nonverbals KPI A.5.a.1; CACREP 2.F.5.f	20	Counselor demonstrates exceptional and consistent open body posture and appropriate tone	Counselor demonstrates an open body posture and appropriate tone throughout most of the session	Counselor demonstrates an open body posture and appropriate tone during some of the session	Counselor rarely demonstrates an open body posture or appropriate tone
4. Reflecting KPI A.5.a.1; CACREP 2.F.5.f	20	Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout the entire session	Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout most of the session	Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout some of the session	Counselor rarely demonstrates the ability to accurately reflect the client/student's expression of content, affect, or meaning
5. Structure  KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n	20	Throughout the entire session, counselor demonstrates the exceptional ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session effectively.	Throughout most of the session, counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session effectively.	Throughout some of the session, counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session somewhat effectively.	Counselor fails to demonstrate the ability to maintain structure, focus, or direction of the interview, proceeding through defined stages or ending the session effectively.