



Counseling Skills
The University of Toledo
College of Health and Human Services
School of Intervention & Wellness
COUN 5180
4 Credit Hours

Instructor: Susan M. Long, PhD, LPCC, CWC

Virtual Office Hours: Monday, 3:30 - 5p and by appointment via Webex

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Term: Spring 2021

Day/Location/Time: Monday, 5:45 – 9:25p HH 2303

Counseling Skills Clinic Locations: Group A HH 2303 and Group B HH 2615 (following lecture)

Doctoral GA: Laura Mallow

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Course Catalog Description: This course provides training and experience in the foundational counseling skills used to facilitate effective counselor-client interactions. This course is a prerequisite to COUN 5190 Counseling Practicum; skills acquired in this course are essential preparation for entry into practicum. By participating in this course, students agree to endorse and adhere to the professional and ethical standards of the American Counseling Association and American School Counseling Association respectively.

Teaching Strategies and Instructor Pedagogy: This course will be taught in a traditional face-to-face format with an emphasis on seminar-style learning. A variety of teaching strategies will be used to meet the needs of the course; content delivery (lecture), dyadic/triadic peer interactions (small group work), weekly skills demonstration and appraisal, and practical applications of skills throughout course assignments. Instructional scaffolding will be used to systematically build on students' experience and knowledge as they continue to learn new skills. Your learning in this course is dependent on your engagement with readings, in-class activities, discussion, and assignments. Engaged pedagogical practices will be used to co-create an effective learning environment that is supportive and reflexive. Students are expected to actively participate, along with the instructor, in building an engaged learning community that meets the needs of the class.

Course Technology and General Technology Accessibility: The technologies used in this course meet the criteria of Web Content Accessibility Guidelines (WCAG 2.0) Level AA conformance. This conformance level is used in most accessibility rules and regulations around the world including the ADA. Blackboard is a certified web-accessible platform and is used as the course platform. External sites used in the course, such as Echo360, are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software. If additional accommodations are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete. Students should have a computer or access to a computer with the latest system software. A high-speed Internet connection with latest versions of Google Chrome or Mozilla Firefox are recommended for optimal Blackboard performance. If you have a problem accessing, displaying, or uploading any of the content or course

assignment on the Blackboard, contact Learning Ventures at 419.530.8835 or by LiveChat for assistance. **Do not reach out to the instructor for technological support.**

CACREP Standards (2016) and Course Contents: This course is designed to meet the 2016 standards of the Council of Accreditation of Counseling and Related Educational Programs (CACREP).

Student Learning Outcomes	CACREP Standard(s) (2016)	Evidence	Method of Assessment
Students will be able to articulate and understand the role of counseling supervision in the profession.	F.1.m. professional counseling orientation and ethical practice.	Week 1	Role-Play Sessions Skills Appraisal
Students will understand and identify the multicultural counseling competencies and the help-seeking behaviors of diverse clients.	F.2.b. and F.2.f. social and cultural diversity.	Week 2	MSJCCs Competencies/Group Discussion Role-Play Sessions Skills Appraisal
Students will understand counselor characteristics and behaviors that influence the counseling process.	F.5.f. counseling and helping relationships	Week 2 – 14	Role-Play Sessions Skills Appraisal Recording of Skills
Students will understand and implement essential interviewing, counseling, and case conceptualization skills.	F.5.g counseling and helping relationships.	Week 2 – 14	Role-Play Sessions Skills Appraisal Recording of Skills Transcription
Students will understand developmental relevant counseling treatment or intervention plans.	F.5.h counseling and helping relationships.	Week 2	Role-Play Sessions Skills Appraisal Recording of Skills
Students will understand suicide prevention models and strategies.	F.5.i counseling and helping relationships.	Week 2	Role-Play Sessions Skills Appraisal Recording of Skills
Students will understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	F.5.m counseling and helping relationships	Week 14	Content discussion Article review
Students will be able to identify and understand methods of effectively preparing for and conducting initial assessment.	F.7.b assessment and testing.	Week 3	Role-Play Sessions Skills Appraisal Recording of Skills
Students will understand, identify, and be able to engage procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	F.7.c assessment and testing,	Week 4	Role-Play Sessions Skills Appraisal Recording of Skills
Students will understand the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	C.1.c clinical mental health counseling foundations	Week 2 – 12	Role-Play Sessions Skills Appraisal Recording of Skills In Class documentation and treatment plan activity
Students will understand the intake interview, mental status evaluation, biopsychosocial history, mental health history,	C.3.a clinical mental health counseling practice	Week 2 – 12	Role-Play Sessions Skills Appraisal Recording of Skills

and psychological assessment for treatment planning and caseload management.			
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Prerequisites: Enrollment in the master's program(s) in Counselor Education

Required Materials:

1. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Boston, MA: Cengage Learning.

*Additional readings and media will be provided by the instructor.

Course and Institutional Policies:

Policy on late or unfinished assignments: Late assignments are not accepted unless prior permission has been given by the instructor. **Note:** A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor apprised of the situation. If all assignments are not received by the end of the examination period, the student may be awarded an Incomplete if the circumstances are supported and mutually discussed between the student and instructor. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism (including self-plagiarism) may result in penalties ranging from an F in the course to expulsion from the university.

Academic Dishonesty: All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Policy on Extra Credit: Extra credit will not be offered in this course. There are adequate opportunities for students to earn adequate points throughout the course structure.

The University of Toledo's Missed Class Policy: Please review the University's missed class policy [here](#).

Accommodation of student needs: Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

Americans with Disabilities Act: The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

Nondiscrimination on the Basis of Disability: The University of Toledo is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Electronic devices: Students may record lectures as long as this can be done unobtrusively. Communication devices must be turned to vibrate as a courtesy to others. Life happens, if you need to take a call please step out of the class and return as soon as you can. Laptops and tablets are to be used for course related work only. If electronic devices become an issue in this class the instructor will ask you to either (a) stow the electronic device or (b) remove yourself

from the class.

Confidentiality: Students are expected to respect and maintain confidentiality and the right to privacy of fellow students and others. Examples, demonstrations, and practical exercises will be used for educational and training purposes. Confidentiality in a class cannot be guaranteed; however, it is expected within the course at all times. The ability to demonstrate respect of others in class is an important barometer of how you will relate to others including clients and colleagues. Remember this is a professional education and training program. If any concerns regarding confidentiality arise, the instructor should be notified immediately.

Drop/Withdrawal: Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Email: The University of Toledo issues each student an official UT email address. This email address usually takes the form of **firstname.lastname@rockets.utoledo.edu**. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Instructor Email Access: I recognize that I will receive requests and questions via email from you on a regular basis, therefore I have designated times when I will respond to emails. I will check and respond to your correspondence Monday through Friday, generally within 24 hours if not sooner. **I may not check into the online course system, email, or respond to you over the weekend.**

Weather: In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research.

Student Evaluations: At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

Statement on Diversity and Inclusion: In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. The counseling profession is grounded in diversity and inclusion. Hence, all students enrolled in this course will be expected to be considerate of the thoughts and ideas of others, demonstrate accountability, integrity and honor in all course-related activities, promote a collaborative and supportive educational environment, and treat every individual with kindness, dignity, and respect regardless of:

Race, Ethnicity, Religion, Sexual Orientation, Gender Identity, Gender Expression, Age, Impairment(s)/ Disability(ies), Political Views, Social Class / Socioeconomic Status, Linguistic Diversity, Nationality/Country of Origin, and Other Element(s) of Uniqueness.

Participants in this course will be expected to tolerate diverse views and foster an inclusive learning environment. Concerns about diversity and inclusion should be mentioned to the instructor immediately for rectification and repair. Students who do not behave in this way will be in direct conflict with the *ACA Code of Ethics* (2014) and those actions may require remediation with program faculty. You can visit the University of Toledo's webpage on diversity and inclusion [here](#).

Course Changes: The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes by regular class meetings and/or email.

Grading Policies: Learners will be assessed in comportment with SLOs. Specific guidelines and grading criteria will be provided with each assignment within this syllabus. Students are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week after each assignment has been completed. Ask questions as soon as possible if you do not understand an assignment.

The grading scale for this course is as follows:

Grading Scale			
A	95-100	C	73-75.99
A-	90-94.99	C-	70-72.99
B+	86-89.99	D+	66-69.99
B	83-85.99	D	63-65.99
B-	80-82.99	D-	60-62.99
C+	76-79.99	F	59.99 or less

Assignment Descriptions and Points:

Assignments/Assessments	Total Points
Counseling Skills Clinic and Appraisal (8 at 10 points each)	80
Skills Recordings (2) R1 = 10 minutes at 10 points R2 = 20 minutes at 20 points	30
Transcription of Recordings (2) T1 = 10-minute transcription at 10 points (full segment) T2 = 10-minute transcription at 10 points (half segment)	20
Total	130

- 1) Counseling Skills Clinic and Appraisal (8 roleplays at 10 points each = 80 points):** Students will participate in weekly roleplays from 7:40 – 9:25p following lecture (5:45 to 7:30p). Students are expected to attend roleplays each week, on time, and ready to be actively participants in the role of counselor, client, and observer. Each student will roleplay for a specified amount of time each week, which will be announced by the instructor before each clinic. Students will meet in two groups (8 x 8) and arrange into a fishbowl format for skills practice in room HH 2303 (our classroom) and a nearby classroom located in HH. Live supervision and skills appraisal will be conducted by the instructor (Group A) and doctoral graduate assistant (Group B) using the appraisal in Appendix A. As you may notice, there will be 10 role-play sessions and there are only 8 clinics scored. This exists to give students flexibility. For example, if you miss a roleplay, you would not be able to be evaluated on your skills. Skills appraisal will contain multiple components, listed below. Please note that components will scaffold through the semester to reflect increased student competency and knowledge. Students will not script their role-plays; you are expected to be present and attentive in all of your roles in this exercise. **See Appendix A for the Counseling Skills Appraisal Form.**

- 2) Counseling Skills Recordings (2 recordings at 10 and 20 points = 30 points):** Students are to provide two (2) audiovisual recordings demonstrating microskills with volunteer who will roleplay as a “client”. As part of informed consent for volunteer participation, students will explain to volunteers that this activity is for educational and training purposes only and that the instructor and/or graduate assistant will review the recording for student skill evaluation. This must be observed in the recording. Recordings will increase in time from 10 minutes (R1) to 20 minutes (R2). Recordings must be submitted in Blackboard via Echo360 for grading. If adequate demonstration of counseling skills is not observed or does not meet the full-time requirement students may be asked to submit an additional recording for evaluation. **See Appendix B and Appendix C for both recording rubrics.**
- 3) Transcription of Recordings (2 transcripts at 10 points each = 20 points):** Students will turn in two (2) transcripts of 10-minutes of both recordings. These transcripts will show adequate counseling microskills. Students will receive instructor or GA feedback on this transcript; students may be required to revise and resubmit the transcript or complete another transcript to meet the standards of this assignment including not transcribing the full-time required. **See Appendix D for the transcript template.**

Course Schedule:

Week	Date	Topic
1	1/18	MLK Day – No Class Meeting
2	1/25	<p>Introduction to the Course Review the syllabus & establish group norms Sup Groups for Clinics</p> <p>Readings: International Interviewing, Counseling, and Psychotherapy CH 1</p>
3	2/1	<p>Readings: Ethics, Multicultural Competence, Neuroscience, and Positive Psychology CH 2 MSJCCs (See Readings folder in BB)</p>
4	2/8	<p>Readings: Attending and Empathy Skills CH 3</p> <p>Activities and Assignments: 1) Clinic 1</p>
5	2/15	<p>Readings: Observation Skills CH 4</p> <p>Activities and Assignments: 1) Clinic 2</p>
6	2/22	<p>Readings: Questions - Opening Communication CH 5</p> <p>Activities and Assignments: 1) Clinic 3</p>
7	3/1	<p>Readings: Encouraging, Paraphrasing, and Summarizing CH 6</p> <p>Activities and Assignments: 1) Clinic 4</p>
8	3/8	<p>Readings: Reflecting Feelings CH 7</p>

		Activities and Assignments: 1) Clinic 5
9	3/15	Readings: How to Conduct a 5-Stage Counseling Session Using Only Listening Skills CH 8 Activities and Assignments: 1) Clinic 6 2) Recording 1 Due by class time today
10	3/22	Readings: Focusing the Counseling Session CH 9 Activities and Assignments: 1) Clinic 7 2) Transcript 1 due by class time today
11	3/29	Instructional Break – No Class Meeting
12	4/5	Readings: Empathetic Confrontation CH 10 Activities and Assignments: 1) Clinic 8
13	4/12	Readings: Reflection of Meaning and Interpretation CH 11 Activities and Assignments: 1) Clinic 9
14	4/19	Readings: Action Skills for Building Resilience and Managing Stress CH 12 Article: Hinkle (2014). Population-based Mental health facilitation (MFH): A grassroots strategy that works. Activities and Assignments: 1) Clinic 10 (final clinic) 2) Recording 2 due by class time today
15	4/26	Readings: Counseling Theory and Personal Style CH 13 & Skill Integration, Determining Personal Style, and Transcendence CH 14 Activities and Assignments: 1) Transcript 2 due by class time today
16	5/3	Finals Week – No Class Meeting

Appendix A: Counseling Skills Appraisal Form – COUN 5180

Student: _____

Date: _____

Clinic # _____

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness

2 = Not Demonstrating skills but aware of the problem

3 = Skill Demonstrated – but requires refinement

4 = Satisfactory Skill Demonstration

NA = Not Applicable - not demonstrated in this session

Core Area	Counseling Skill	Rating
1. Attending Skills		
	a. Visual: appropriate breaks in eye contact culturally appropriate use of eye contact.	
	b. Vocal Qualities: vocal tone and rate.	
	c. Verbal Tracking: stayed with the client's story; did not change the subject.	
	d. Body Language & facial expression: appeared attentive and authentic.	
	e. Empathy: verbal and nonverbal expressions.	
2. Observation Skills		
	a. Used client key words.	
	b. Explored incongruencies in verbal and nonverbal behavior in a culturally sensitive way.	
3. Questions		
	a. Uses open questions to elicit client dialogue.	
	b. Limited use of closed questions unless necessary.	
	c. Limited use of Why and How did that make you feel questions.	
4. Active Listening Skills		
	a. Encouragers	
	b. Paraphrase	
	c. Summarizing	
5. Reflective Skills		

	a. Reflection of Feeling	
	b. Reflection of Meaning	
6. Empathic Confrontation		
	a. Addresses incongruities, mixed messages, and conflict (verbal and nonverbal) for client exploration.	
7. Silence		
	a. Tolerates silence.	
	b. Allows client to break silence.	
8. Multicultural Competence		
	a. Uses immediacy to acknowledge and explore cultural differences and similarities in the counselor-client dyad.	
	b. Identifies and explores culture and socioenvironmental factors affecting clients' presenting situation or concern	
9. Receptivity to Feedback		
	a. Accepts feedback from peers and supervisor.	
	b. Incorporates feedback into sessions.	

List 1 to 2 goals for next clinic:

1. _____

2. _____

Appendix B: Recording 1 Rubric – COUN 5180

Criteria	Unsatisfactory: Skill(s) are absent or used inappropriately.	Skill(s) Not Demonstrated but has some self-awareness.	Skill(s) are Demonstrated but require refinement.	Skills are Satisfactorily Demonstrated.	
Informed Consent: The student provided informed consent regarding the use of this recording for educational and training purposes. The student clearly discussed confidentiality and its exceptions.	There is no mention of informed consent or confidentiality and its exceptions.	Informed consent and confidentiality are briefly mentioned however it is unclear. Student did not invite client questions and/or assess for comprehension about informed consent and confidentiality.	Informed consent and confidentiality are adequately explained in session. The student invited client questions about informed consent and confidentiality.	Informed consent and confidentiality are clearly explained in the session. The student invited client questions and assessed for comprehension from the client about informed consent and confidentiality.	/1
Attending and Empathy Skills: The student demonstrates culturally appropriate verbal following, visuals, vocal quality, body language, facial expression, and basic empathy statements to support rapport and the therapeutic relationship.	Attending and empathy skills are not demonstrated in session or the attending skills and empathy are misused in the session.	Attending and empathy skills are not adequately demonstrated in session. Skills are used in a way that is subtractive from the session.	Attending and empathy skills are adequately demonstrated in session in manner that supports the client and their story.	Attending and empathy skills are clearly demonstrated in session in a manner that is additive to the session and culturally appropriate for the client.	/2
Questions: The student demonstrates the use of culturally appropriate open questions to facilitate exploration of the client's worldview and concerns. Closed questions are used to gather specific information.	Questions are misused in session in a way that impedes rapport between the counseling and client and interferes with the client's ability to explore their narrative or presenting concerns.	Closed questions were primarily used in session, which significantly limited the client's opportunity to freely dialogue and explore in session. The student was observed to be the primary talker in session.	Open and closed questions were appropriately used in a balanced and facilitative way in session. Student and client talking was balanced.	Open and closed questions were used in session, with the emphasis on open questions, to promote client exploration. The client was the primary talker in session.	/2
Reflecting Content-- Encouraging, Paraphrasing, & Summarizing: The student reflects content in session through verbal and nonverbal encouragers, paraphrasing, and summarizing.	Reflecting content is not demonstrated in session or is misused in session in a way that is subtractive from the client and their narrative.	Encouragers were used in a way that could be distracting to the client or interruptive to the narrative. Paraphrasing was verbose or parroting in nature. Summarizing was verbose and did not adequately capture the client's narrative.	Reflecting content was used adequately in session in a way that prompted the client to continue sharing their narrative.	Reflecting content was used in such a way that was additive to session. The client expanded on their story. The student checked for accuracy with the client.	/2
Reflection of Feeling: The student reflects the affective components of the client's narrative. The students reflect feeling to validate and accurately empathize with clients.	Reflection of feeling is not demonstrated or is misused in session.	Reflection of feeling was used inaccurately (e.g., overshooting or undershooting) and was subtractive to the client and the therapeutic relationship.	Reflection of feeling was used adequately in session and in a way that validated the client.	Reflection of feelings was clearly and accurately demonstrated in session in a way that was validating and additive to the client.	/2

Duration of Role Play: The student completed the 10-minute requirement.	The student did not complete the 10-minute requirement or exceeded the requirement.	(null)	(null)	The student completed the 10-minute recording as instructed.	/1
Total points					/10

Appendix C: Recording 2 Rubric – COUN 5180

Criteria	Unsatisfactory: Skill(s) are absent or used inappropriately.	Skill(s) Not Demonstrated but has some self-awareness.	Skill(s) are Demonstrated but require refinement.	Skills are Satisfactorily Demonstrated.	
Informed Consent: The student provided informed consent regarding the use of this recording for educational and training purposes. The student clearly discussed confidentiality and its exceptions.	There is no mention of informed consent or confidentiality and its exceptions.	Informed consent and confidentiality are briefly mentioned however it is unclear. Student did not invite client questions and/or assess for comprehension about informed consent and confidentiality.	Informed consent and confidentiality are adequately explained in session. The student invited client questions about informed consent and confidentiality.	Informed consent and confidentiality are clearly explained in the session. The student invited client questions and assessed for comprehension from the client about informed consent and confidentiality.	/1
Attending and Empathy Skills: The student demonstrates culturally appropriate verbal following, visuals, vocal quality, body language, facial expression, and basic empathy statements to support rapport and the therapeutic relationship.	Attending and empathy skills are not demonstrated in session or the attending skills and empathy are misused in the session.	Attending and empathy skills are not adequately demonstrated in session. Skills are used in a way that is subtractive from the session.	Attending and empathy skills are adequately demonstrated in session in manner that supports the client and their story.	Attending and empathy skills are clearly demonstrated in session in a manner that is additive to the session and culturally appropriate for the client.	/2
Questions: The student demonstrates the use of culturally appropriate open questions to facilitate exploration of the client's worldview and concerns. Closed questions are used to gather specific information.	Questions are misused in session in a way that impedes rapport between the counseling and client and interferes with the client's ability to explore their narrative or presenting concerns.	Closed questions were primarily used in session, which significantly limited the client's opportunity to freely dialogue and explore in session. The student was observed to be the primary talker in session.	Open and closed questions were appropriately used in a balanced and facilitative way in session. Student and client talking was balanced.	Open and closed questions were used in session, with the emphasis on open questions, to promote client exploration. The client was the primary talker in session.	/2
Reflecting Content-- Encouraging, Paraphrasing, & Summarizing: The student reflects content in session through verbal and nonverbal encouragers, paraphrasing, and summarizing.	Reflecting content is not demonstrated in session or is misused in session in a way that is subtractive from the client and their narrative.	Encouragers were used in a way that could be distracting to the client or interruptive to the narrative. Paraphrasing was verbose or parroting in nature. Summarizing was verbose and did not adequately capture the client's narrative.	Reflecting content was used adequately in session in a way that prompted the client to continue sharing their narrative.	Reflecting content was used in such a way that was additive to session. The client expanded on their story. The student checked for accuracy with the client.	/2
Reflection of Feeling: The student reflects the affective components of the client's narrative. The students reflect feeling to validate and accurately empathize with clients.	Reflection of feeling is not demonstrated or is misused in session.	Reflection of feeling was used inaccurately (e.g., overshooting or undershooting) and was subtractive to the client and the therapeutic relationship.	Reflection of feeling was used adequately in session and in a way that validated the client.	Reflection of feelings was clearly and accurately demonstrated in session in a way that was validating and additive to the client.	/2
Focusing: The student demonstrated the skill of focusing as evidenced by	Focusing skills were not demonstrated in session.	Focusing skills were used inaccurately or in a way	Focusing skills were adequately used in session in a	Focusing skills were accurately used in session in a way that	/3

attending to the individual client and the salient cultural/environmental/context and integrated strengths for a positive conclusion.		that subtracted from the session.	way that helped the client understand themselves in relation to others and systems.	helped the client understand themselves in relation to others and systems, and integrated client resources and strengths within those contexts.	
Empathic Confrontation: The student gently used confrontation skills to explore incongruities in clients verbal and nonverbal behavior, mixed messages, and conflict to clarify, find solutions in a culturally appropriate manner.	Empathic confrontation was not demonstrated in this session or it was used inappropriately.	Confrontation was used inaccurately or in a way that subtracted from the session.	Confrontation was used adequately in session in a way to explore incongruities in clients verbal and nonverbal behavior, mixed messages, and conflict to clarify, find solutions in a culturally appropriate manner.	Confrontation was used accurate and additive way in session in a way to explore incongruities in clients verbal and nonverbal behavior, mixed messages, and conflict to clarify, find solutions in a culturally appropriate manner.	/3
Reflection of Meaning: The student assists the client in deeper understanding significant basic issues such as life purpose and vision and underlying thoughts, feelings, and behavior to find deeper meaning.	Reflection of meaning is not demonstrated or is misused in session.	Reflection of meaning was used inaccurately (and was subtractive to the client and the therapeutic relationship.	Reflection of meaning was used adequately in session and in a way that supported the client in understanding meaning.	Reflection of meaning was clearly and accurately demonstrated in session in a way that supported the client in understanding meaning and understanding themselves and others better. .	/3
Duration of Role Play: The student completed the 20-minute requirement.	The student did not complete the 20-minute requirement or exceeded the requirement.	(null)	(null)	The student completed the 20-minute recording as instructed.	/2
Total points					/20

Appendix D: Transcription Template – COUN 5180

Student Name: _____

Client Presenting Concern: _____

Recording Length in Minutes: _____

Client Statement	Counselor Verbatim Response	Skills Identification	Student Reflection
<p>Summarize what the mock client says here.</p> <p>Do not use client's direct quotes.</p>	<p>Your verbatim response to client.</p> <p>List your exact response.</p>	<p>Label all specific counseling skills you used in your verbatim response.</p> <p>For example, if you used a question, specify the type of question (open or closed).</p>	<p>Why did you choose the response/skill that you chose? If you didn't respond as well as you liked, or utilize a microskill, note what skill(s) would have been appropriate to use here.</p> <p>Do this for every row.</p>
<p>Add rows as needed.</p>			

1. Identify your strengths in this transcription. What did you do well and feel most confident about with your skill usage?

2. What could you improve on in this transcription? What you need to do to improve in those areas?

Appendix E: Transcript Rubric

Criteria		
The student provides a summary of the mock client's responses.		/2
The student provides their verbatim response for the complete transcript.		/2
The student accurately and specifically identifies all counseling skills used throughout the transcript.		/3
The transcript includes depth of reflection regarding the student's process throughout the transcript (see reflection column).		/3
Total Points		/10