



Course Syllabus

Version: ON 01.18

PSYC 3753 ON

Practical Counseling Skills

Course Description

The primary focus of this course is on providing an understanding of basic counseling skills, techniques and therapeutic factors involved in meeting client needs and goals. This course includes a brief overview of counseling theories and opportunities to build and practice skills and techniques in counseling. Special emphasis will be placed on self-exploration, introspection, and self-understanding throughout the course. Instructors may use a broad variety of activities, including self-assessment instruments, role playing, video based assessments and discussions, or guest speakers.

The second focus of this course is the development of professional skills in the human services (e.g., case report writing, assessment, and diagnosis of clients).

The third, continuing focus of this course is continued development of a professional identity as a human services professional, including an awareness of personal values, biases, strengths, and weaknesses as a human services professional.

Course Prerequisites

There are no prerequisites for this course

Required Materials

Okun, B. F. & Kantrowitz, R. E. (2015). Effective helping: Interviewing and counseling techniques. (8th ed.). Stanford, CT: Cengage Learning. ISBN: 9781285161594

VIDEO FOOTAGE

Supplemental Classic Counseling Videos for student's review~

Three approaches to psychotherapy- (Rogerian; Gestalt and RET)

<https://www.youtube.com/watch?v=SgiX0QLnpBM>

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Course Learning Outcomes

Students will:

- Describe the demand for services and the funding of educational programs and how it has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

- Explain a major component of the provision of services to the community involves the assessment of the needs of special populations, and the planning of programs and interventions which must be evaluated at regular intervals and adjusted as necessary. The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.
- Discuss values and ethics intrinsic to the human services profession. They are equally applicable to all levels.
- Describe how human services professional uses his/her experience and personality for understanding and helping clients. This requires an awareness of his/her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients.

Students will:

- Master the basic components and processes involved in face-to-face helping interactions such as counseling.
- Learn more about his/her personal self, pertaining to these values, personality, personal biases, reaction patterns, and his/her limitations in the human service field.
- Understand how helper and client personality, and helper personal family dynamics influence helper-client interactions and service.

Each student will be able to:

- Conduct, in an ethical manner and at a basic level, the appropriate assessment, diagnostic, and therapeutic/counseling procedures with clients.
- Develop and maintain client case records and documentation.
- Summarize and discuss his/her personal self-awareness, with regard to personal history, ethical issues, professional skills, and values related to counseling.

Course Learning Assignments and Assessments

Grading

Name of Assessment (Evidence of Learning)	Points	Assessment Due
Five Weekly Quizzes @ 10 Points Each	50 points	Due sess. 1-5
Initial and Final Discussion Postings @ 5 points each	10 points	Due sess. 1&7
Personal Mission Statement/Biblical Foundational Scripture	20 points	Due session 2
5 Challenging Client Types Assignment @ 10 points Each	50 points	Due session 2-6
"Child of Rage" Video & counselor recommendations	20 points	Due session 5
Discussion Thoughts~ 5 @ 10 points each	50 points	Due sess.2-6
Weekly Worksheets-Additive/Facilitative Statements~ 7@ 10 points each	70 points	All sessions
Counseling Technique Videos and Questions 5 @ 10 points each	50 points	Due session 2-6
Counseling Case Study 7 @ 10 points each	70 points	All sessions
Comprehensive "Real Life" Case Study & Treatment Plan List 7 @ 10 points each	70 points	All sessions
Chapter Essay Questions- 10 chapters- any 10 questions from each chapter @ 40 points per week	200 points	Sessions 1-5

Personal Analysis Reflective Paper	180 points	Due session 6
Final- videotaped counseling interview & transcript of interview verbatim	250 points	Due session 7
Total	1090 points	

Explanation of Requirements

Five Weekly Quizzes - 50 points (5 quizzes @ 10 points each)

There will be an online quiz on **Effective Helping: Interviewing and Counseling Techniques Due** before each of **Sessions One through Five**. There is NO online quizzes for Session Six or Session Seven. The online quiz questions may be comprised of true/false, multiple choice, short answer, and matching questions. If a student has studied all of the required chapters, he/she should do well on the quizzes. Quizzes are open book, which means that students may refer to the text to complete a quiz. All quizzes will be available and must be completed online within the course site. Quizzes not submitted in this manner will not receive credit. In order to receive credit, quizzes must be completed by designated due dates/times.

Initial and Final Discussion Postings – 10 Points (2 Posts @ 5 points each)

An Initial and Final posting will be required for the course. For the initial post, students are required to share with your peers a few things about yourself...i. e, Name, Major, why you selected this major, future goals. For the final post, students are encouraged to summarize all work completed in the course where the student is further assessing how his/her personality and personal family history influence his/her performance as helper/counselor. The discussion post needs to be about 1-2 paragraphs in length.

Personal Mission Statement/Biblical Foundational Scripture - 20 points

Each student is encouraged to develop their personal mission statement. A mission statement is simply a short, simple, yet formal statement of your personal purpose. This statement will prayerfully lead and guide you as you move towards your destiny. It can help with laying the foundation for your future personal goal setting and decision making. As your life evolves, your mission statement may change periodically, however the essence and core of that mission statement may remain the same. Along with your mission statement, you are encouraged to search for a scripture that will be your biblical foundational scripture that ties into your mission statement. You can be creative as possible when you submit your statement and scripture- therefore you can use a word document, a power point slide, clip art, Microsoft publisher, etc. Please put your statement and scripture on one document to submit on canvas. Your mission statement and foundational scripture will be **Due Session Two**. A rubric for grading the document is found in **Appendix A**.

5 Challenging Client Types Assignment – 50 Points (5 papers @ 10 points each)

Although there are multiple challenging clients with common problematic behavior- there are five challenging clients that may be deemed typical that many counselors may address. For this assignment, each student is encouraged to read the description of that challenging client type. The student should submit a two-page paper answering the following questions:

1. While serving this challenging client type, I believe my biggest difficulty serving this client would be..... This is why I would have this challenge serving this client type.....
(Please discuss in detail what challenges you foresee as you serve this type client)
2. If I did need to serve this client, these are the steps and plan that I would take to serve this type of client effectively.
(Please discuss in detail what treatment & referral plan you would put in place to effectively serve this client. i.e. see the treatment & referral plan example below)

Treatment & Referral Plan			
Psychiatrist Psychologist	Individual Counseling/	Medical Provider	Spiritual Leader

	Family Counseling		
Benefits & Financial Coordinator	Nutritionist	Rehabilitation (Mental Health/Drug & Alcohol Counseling)	Vocational & Educational Counselor
Social Worker	Community Agency	Support Groups (AA/NA)/ Group Therapy Other:	

Your paper should be written in 10-12-point font size, and maximum one inch margins, Times New Roman- Two pages in length submitted to canvas. Your papers for this assignment are **Due Sessions Two- Six**. A rubric for grading the paper is found in **Appendix C**

“Child of Rage’ Video & counselor recommendations - 20 points

In the classic video- “Child of Rage- an Abuse Story”, 6 ½ -year-old Beth Thomas is being interviewed in a therapy session by Clinical Psychologist – Dr. Ken Magid. Beth is said to be diagnosed with Reactive Attachment Disorder (RAD).

For this assignment, the student is encouraged to watch the video footage of this counseling session. After viewing the footage, the student is encouraged to critic and assess the counseling session for this client. Ponder the following questions after viewing the footage:

1. Was the counseling session conducted in a manner that is suitable for counseling a child?
 2. Was the body language, posture of both the therapist and the child deemed appropriate
 3. Which Skills listed in Appendix F did you note during this counseling session? Why skills were not noted?
 4. Were there areas that this therapist could improve upon while interviewing this client?
 5. What would they be and how would you have handled serving this client?
 6. Any other thoughts or suggestions?
- Please note this assignment is not one that suggest you are a counselor, however its purpose is to encourage you to begin to have clinician thinking as you will serve your clients in the future.
 - This assignment is a minimum of 2-3 pages in length-10-12 font/Time New Roman on a word-document to be submitted to canvas.
 - <https://www.youtube.com/watch?v=i9GYExnh1yU>
 - **Disclaimer: Although this footage is older, the footage is considered very authentic and raw as some counseling sessions may be. Therefore, the issue of sexual abuse that will be observed in this classic footage may be disturbing- yet the authenticity is real. Should you have difficulty viewing the footage and need to discuss with your instructor, please do so immediately for processing.**

Your paper for this assignment are **Due Session Five**. A rubric for grading the paper is found in **Appendix E**

Discussion Thoughts – 50 Points (5 discussions @ 10 points each)

The discussion thoughts are an opportunity for students to share candidly about the discussion topic listed. Each student is required to submit an initial posting as well as a respond to at least one other individual within the class. Please note that the initial post/writing for the discussion needs to be about 1-2 paragraphs in length. Your responses to peer posts should be from range from a couple of sentences to a short paragraph. Please respond comprehensively in your post. To receive full credit, each student is required to submit the initial posting by 11:59pm on Wednesday and a respond to at least one classmate/peer by 11:59pm on Saturday.

The discussion thoughts will focus on the following Five Counseling Topics:

1. My Philosophy of Counseling..... **Due Session Two**
2. Counseling Skills..... **Due Session Three**
3. Working with Values in Counseling..... **Due Session Four**
4. My position on Ethical Issues in Counseling.... **Due Session Five**
5. Self-Evaluation..... **Due Session Six**

The Discussion Thoughts Are **Due Sessions Two-Six**. A rubric for grading the discussions is found in **Appendix B**

Weekly Worksheets-Additive/Facilitative Statements - 70 Points (7 worksheets @ 10 points each)

An additive/facilitative statement is a statement that respond to the most important part of the client's statement, reflecting both the implicit and explicit feelings and the verbal and nonverbal behaviors of the client. Students are therefore asked to complete weekly worksheets providing an additive or facilitative response to client statements. Your paper should be type-written on a word document in 10-12-point font size, and maximum one inch margins, Times New Roman- One-Two-pages in length-submitted to canvas. **Due sessions One- Seven**. A rubric for grading the discussions is found in **Appendix C**

Counseling Technique Videos – 50 points (5 assignments @ 10 points each)

The counseling technique videos are posted for the student's review. The purpose of the counseling technique videos is to help the student view brief actual counseling sessions. These videos will further support the actual in class role play and counseling technique sessions for the face to face class. For the online version of this course, it will support the student having a clearer understanding of how an actual counseling session is executed. As students are viewing the counseling technique video, they are encouraged to view the video at least 2-4 times.... using the 2nd or 3rd time watching to help the student observe and think about specific behaviors you should be developing. Students are also encouraged to read the handout "**The Top Ten Basic Counseling Skills.**" (**Appendix H**) After reading this handout, include in your paper any of the basic counseling skills viewed in the video footage. Please know it is understood that you are not deemed as a professional counselor as you make your clinical observation. You are encouraged however to utilize critical thinking as you view the video footage and integrate what you have learned in the course room and from readings. Your paper should be written in 10-12-point font size, and maximum one inch margins, Times New Roman- One-Two full pages in length. The counseling technique videos and questions are **Due Sessions Two-Six**. A rubric for grading the paper is found in **Appendix C**

Counseling Case Studies – 70 points (7 case studies @ 10 points each)

Counseling Case studies are client cases that will offer the students information about a potential client. This will allow for the student to utilize critical thinking skills as well as clinical counseling thinking where the student can evaluate how they would handle the case as a future human service provider. This paper should be completed on a word document, One-Two pages, 10-12 font, Times New Roman- submitted to canvas. **Due sessions One- Seven**. A rubric for grading the paper is found in **Appendix C**

Comprehensive "Real Life" Case Study & Treatment Plan List – 70 points (7 treatment plans @ 10 points each)

After reading the comprehensive "real life" case studies, please complete the Treatment Plan List (**Appendix I**). On the left side, please list the treatment issues that this client may need to deal with. i.e. divorce, abuse, mental health or addiction issues. On the right side please list any action you believe might need to be taken, i.e. individual counseling, family therapy, group counseling, support group (what type?) Any other therapeutic suggestions? This list should be completed on the designated word document entitled "Treatment Plan List" and it should be submitted to canvas. **Due sessions One- Seven**. A rubric for grading the **Appendix C**

Chapter Essay Questions - 200 points (10 chapters @ 20 points each)

The chapter essay questions are designated questions for each chapter that supplements the students learning the information from each chapter. Each question notates which page you can find the answers. This supports the student answering the questions in a concise manner and it may enhance the learning process. Students are encouraged to select any 10 questions of their choice from each of the chapter essay questions listed. (Total of 20 questions) These questions can be completed on the word document and submitted to canvas. Please **Due sessions One- Five**. A rubric for grading the **Appendix D**

Personal Analysis Reflective Paper – 180 points

For Session Six, each student will complete a substantive reflective paper, assessing his/her own understanding and degree of comfort with the counseling process, and factors that influence the counseling process.

The Personal Analysis Reflective Paper should have a minimum word count of 1050 words (i.e., no less than three full pages) and a maximum word count of 2100 words (i.e., no more than six full pages), written in double-spaced word-processed pages (10-12-point font size, and maximum one inch margins). Failure to meet the formatting and minimum word count requirements may result in a deduction of one point for each requirement (i.e., word count, font size, margins) that is not met.

Each student's Personal Analysis Reflective Paper should address his/her level of knowledge of and skill in counseling, and his/her self-awareness of how his/her own personal history, ethics, and values influence his/her counseling performance. In addition, each student should give a description of himself/herself as a counselor, especially focusing on self-insights into strengths and weaknesses as a counselor, self-improvement goals, client personalities with whom he/she would have an especially hard time dealing with, and clients with whom he/she thinks he/she would work well. The Personal Analysis Reflective paper should provide an overview of:

- How the student views his/her role as counselor (i.e., what should a counselor do? What responsibilities does the student have as a counselor?)
- His/her goals as a counselor/therapist (e.g., What should counseling accomplish? When does counseling begin or end? How directive should a counselor be?)
- Counselor/client relationship issues (e.g., What does the student perceive to be common elements in counselor/client relationship problems? What areas in a client/counselor relationship does the student think will be more difficult for him/her?)
- Techniques/methods (e.g., What therapeutic techniques/methods does the student currently view as central to the counseling/helping process?)

A few additional questions the student may use as reflective or discussion questions for his/her paper may include:

- What steps or elements of counseling do I feel most skilled at?
- What steps or elements of counseling do I feel least skilled at? In other words, for what elements of counseling do I want or need to improve my skills?
- In what ways will my own personal history or personality interfere with my performance as a counselor? In what ways will my own personal history or personality strengthen my performance as a counselor?
- In what ways will my own attitudes and biases interfere with my performance as a counselor? In what ways will my own attitudes and biases strengthen my performance as a counselor?
- What insights have I obtained from the class – either in-class activities or from the text – about myself as a counselor?
- Which of the theoretical perspectives or theoretical approaches best resonates with me at this time? Why?

The Personal Analysis Reflective Paper is **Due Session Six**. A rubric for grading the paper is found in **Appendix F**.

Final- videotaped counseling interview & transcript of interview verbatim – 250 points

For the final, students will be required to submit the following counseling portfolio: a videotaped counseling interview along with the typed transcript and a copy of any assessment used to conduct the interview such as a biopsychosocial assessment, intake assessment, discharge summary, etc. During the interview, you are encouraged to include the following which may be discussed during the semester- (1) non-verbal attending, (2) paraphrasing, or "reflection of content," (3) reflection of feeling, (4) open invitation to talk (e.g., questions), and (5) summarization (which is usually a combination of reflection of content and feeling)

A consistent ability to empathically respond to the other person's perspective, allowing her or him to explore how they are feeling is essential. You are expected to demonstrate your ability to respond to the interviewee in an empathic manner,

through consistent and appropriate use of the basic listening skills and feedback. Write up an Introduction; the Verbatim of the session and a Conclusion on your work and on the client, him- or herself:

~**Before:** write a brief introduction to the segment (e.g., who the interviewee is (e.g., first name), other background information (demographics/cultural background, such as gender, age, race, religion, ethnicity, disability, social class, and/or sexual orientation) where you are in the interview)

~**During:** write a verbatim of your entire taped interview...a sample might be:

SAMPLE: Transcript of interview verbatim~

C=Counselor P=Patient

Session #1:

C- "So Bill, tell me what brings you here today.... I haven't seen you since April shortly after your wife died."

P- "Well, I had to come back and see you- I'm just really feeling depressed."

C- "Well Bill, describe to me what feelings you are feeling that makes you think you are depressed?"

P- "I can't sleep, I'm not eating, I lost 15 pounds since the last time you saw me."

C- "I have noticed you lost weight"

P- "Well that's not all, my blood pressure is up, I'm crying all the time and I feel hopeless. I just want to die"

C- "Bill I'm really concerned about these symptoms. You know that part of my responsibility is to help you get better. I'm so glad you made the decision to come see me, which says you trust when I tell you that I think it's best for you to be admitted into the hospital so that the doctor can evaluate your symptoms. Would you be willing to let your daughter take you straight to the hospital, or can I call an ambulance?"

P- "Yes, she's right outside in the waiting room...I will go to the hospital."

~**After:** write a conclusion of your entire taped session, Share your overall perceptions and summary of the session.

Your session should be a minimum of 8-10 minutes long & should be uploaded as a YouTube video. The following are instructions for uploading your video as a YouTube video.

Instructions for uploading your video to YouTube:

1. Create a YouTube Account
2. Hit the Arrow Button in the top right corner.
3. Drag and drop video file.
4. After uploaded, copy and paste the link to share.

There is no page limit for your typed verbatim. Remember this paper should have an introduction; your verbatim interview then a conclusion.

The following link list an example of a biopsychosocial assessment for your review:

http://www.magellanoofnebraska.com/media/683167/pretreatment_assessment_sample.pdf

The following link list a sample biopsychosocial assessments:

<http://www.doortoselfdiscovery.com/wp-content/uploads/2011/01/AdultBiopsychosocialAssessment.pdf>

The above form may be of interest to support you as you conduct your interview.

The final- videotaped counseling interview & transcript of interview verbatim is **Due Session Seven**.

An **Evaluation Rubric** for evaluating the video & paper is found in **Appendix G1**. This rubric is instrumental for the instructor as he or she views the students video footage to use in evaluating counseling techniques.

The **Basic Counseling Skills Rubric** further supports the instructor with the grading process. This rubric can be found in **Appendix G2**

- **Please Note:** Various Clinical Forms may be posted under "files" on canvas for both the Hybrid & Online Class. These forms may be utilized at the instructor's discretion in the course. Students are also encouraged to view these forms or utilize them to support completing certain assignments. Several of the forms may also be utilized in the course- SOSC 3003- Topics in Case Management.

Grading Procedures

Each item of coursework (e.g., quiz, portfolio reflective essay) will receive a given number of points out of the total possible (e.g., eight out of ten points for a quiz). A student's grade for the course will be determined by adding together the number of points earned as a percentage of the 1000 possible points, which will be converted to a letter grade scale using the chart below.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as "A" through "F" with appropriate plus and minus additions reflecting the following scheme:

Percentage	Letter Grade	Numeric Value for GPA
96.0-100	A	4.0
92.0-95.9	A-	3.7
88.0-91.9	B+	3.4
84.0-87.9	B	3.0
80.0-83.9	B-	2.7
76.0-79.9	C+	2.4
72.0-75.9	C	2.0
68.0-71.9	C-	1.7
64.0-67.9	D+	1.4
60.0-63.9	D	1.0
0-59.9	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (*Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities" found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Student Success Coordinator in Rickman Library 224. Call 864-644-5036 for more information.

PSYC 3753 – SESSION ONE

Objectives	Assignments/Assessments	Approximate Time to Complete
<p>Each student will be able to</p> <ul style="list-style-type: none"> Be familiar with the course syllabus, expectations, and coursework requirements. Be familiar with the nature and elements of the helping/counseling relationship. Describe their understanding and perspectives on the counseling process. Describe their personal self (e.g., their values, personality, personal biases, reaction patterns, and limitations), as it relates to the helping/counseling relationship. 	<p>Each student will</p> <p>Preparation:</p> <ol style="list-style-type: none"> Access and review the course site Read Ch. 1-2 in Effective Helping: Interviewing and Counseling Techniques: Ch.1- "Introduction" and Ch.2- "The Helping Relationship." Be prepared to take notes of Ch.1 & Ch.2 readings Be prepared to view power points for Chapter 1 & Chapter 2 & Take Notes Be prepared to discuss Ch. 1-2 online if requested <p>Academic Engagement:</p> <ol style="list-style-type: none"> Complete/submit the "Syllabus Acknowledgment" assignment. Complete an Initial Post & share with your peers a few things about yourself & respond to others. Complete and submit the Session One online quiz. This quiz covers Ch. 1-2 of the text. Weekly Worksheets- Additive/Facilitative Statements Complete and submit Counseling Case Study Wk#1 Complete Comprehensive "Real Life" Case Study & Treatment Plan List Wk#1 Complete and submit Chapter 1 & 2 Essay Questions Wk#1 	<ul style="list-style-type: none"> • ½ hour • 2 hours • 2 hours • 2 hours • 1 hour • ½ hour • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 4 hours <p>Total Preparation: 7.5 hours Total Academic Engagement: 9.5 hours</p> <hr/> <p>Total for Week #1: 17 hours</p>

PSYC 3753 – SESSION TWO

Objectives	Assignments/Assessments	Approximate Time to Complete
<p>Each student will be able to</p> <ul style="list-style-type: none"> Discuss key elements of interpersonal communication skills. Discuss and apply the steps in establishing counseling/helping relationships. 	<p>Each student will</p> <ol style="list-style-type: none"> Read Ch. 3-4 in Effective Helping: Interviewing and Counseling Techniques: Ch.3-“Communication Skills” and Ch.4- “Stage 1: Building Relationships and Establishing Goals.” Take notes of Ch.3 & Ch.4 readings View power points for Chapter 3 & Chapter 4 & Take Notes Be prepared to discuss Ch. 3-4 online if requested <p>Academic Engagement:</p> <ol style="list-style-type: none"> Complete and submit the Session Two online quiz. This quiz covers Ch. 3-4 of the text. Post to the following Discussion Thought: My Philosophy of Counseling Weekly Worksheets- Additive/Facilitative Statements Week #2 View Counseling Technique Video #1 and answer questions Complete and submit Counseling Case Study Wk#2 Complete Comprehensive “Real Life” Case Study & Treatment Plan List Wk#2 Complete and submit Chapter 3 & 4 Essay Questions Wk#2 Challenging Client Types Assignment #1 Submit~ Personal Mission Statement/Biblical Foundational Scripture 	<ul style="list-style-type: none"> • 2 hours • 2 hours • 2 hours • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 4 hours • 1 hour • 1 hour <p>Total Preparation: 7 hours Total Academic Engagement: 12 hours</p> <hr/> <p>Total for Week #2: 19 hours</p>

PSYC 3753 – SESSION THREE

Objectives	Assignments/Assessments	Approximate Time to Complete
<p>Each student will be able to</p> <ul style="list-style-type: none"> Be familiar with and be able to discuss current theoretical understandings of the helping/counseling process, and different theoretical approaches to counseling. Discuss their development of a professional self and identity 	<p>Each student will</p> <ol style="list-style-type: none"> Read Ch. 5-6 in Effective Helping: Interviewing and Counseling Techniques: Ch.5- “Helping Theory” and Ch.6-“Current Theoretical Perspectives.” take notes of Ch.5 & Ch.6 readings view power points for Chapter 5 & Chapter 6 & Take Notes Be prepared to discuss Ch. 5-6 online if requested <p>Academic Engagement:</p> <ol style="list-style-type: none"> Complete and submit the Session Three quiz. This quiz covers Ch. 5-6 of the text. Post to the following Discussion Thought: Counseling Skills Weekly Worksheets- Additive/Facilitative Statements Wk #3 View Counseling Technique Video #2 and answer questions Complete and submit Counseling Case Study Wk#3 Complete Comprehensive “Real Life” Case Study & Treatment Plan List Wk#3 Complete and submit Chapter 5 & 6 Essay Questions Wk#3 Challenging Client Types Assignment #2 	<ul style="list-style-type: none"> • 2 hours • 2 hours • 2 hours • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 4 hours • 1 hour <p>Total Preparation: 7 hours Total Academic Engagement: 13 hours</p> <hr/> <p>Total for Week #3: 20 hours</p>

PSYC 3753 – SESSION FOUR

Objectives	Assignments/Assessments	Approximate Time to Complete
<p>Each student will be able to</p> <ul style="list-style-type: none"> Discuss Counseling strategies and assess the three main problem areas. Assess the various stages of applying counseling strategies 	<p>Each student will</p> <ol style="list-style-type: none"> Read Ch. 7-8 in Effective Helping: Interviewing and Counseling Techniques: Ch.7- “Introduction to Strategies” and Ch.8-“Stage 2: Applying Strategies.” take notes of Ch.7 & Ch.8 readings view power points for Chapter 7 & Chapter 8 & Take Notes discuss Ch. 7-8 in class. or online if requested <p>Academic Engagement:</p> <ol style="list-style-type: none"> Complete and submit the Session Four online quiz. This quiz covers Ch. 7-8 of the text. Post to the following Discussion Thought: Working with Values in Counseling Weekly Worksheets-Additive/Facilitative Statements Wk#4 View Counseling Technique Video #3 and answer questions Complete and submit Counseling Case Study Wk#4 Complete Comprehensive “Real Life” Case Study & Treatment Plan List Wk#4 Complete and submit Chapter 7 & 8 Essay Questions Challenging Client Types Assignment #3 	<ul style="list-style-type: none"> • 2 hours • 2 hours • 2 hours • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 4 hours • 1 hour <p>Total Preparation: 7 hours Total Academic Engagement: 11 hours</p> <hr/> <p>Total for Week #4: 18 hours</p>

PSYC 3753 – SESSION FIVE

Objectives	Assignments/Assessments	Approximate Time to Complete
<p>Each student will be able to</p> <ul style="list-style-type: none"> Discuss the nature and process of crisis intervention, and to compare/contrast crisis intervention with conventional helping/counseling scenarios. Discuss issues affecting the helping process, including personal history and issues. 	<p>Each student will</p> <ol style="list-style-type: none"> Read Ch. 9-10 in Effective Helping: Interviewing and Counseling Techniques: Ch.9- “Crisis Theory and Intervention” and Ch.10-“Issues Affecting Helping.” take notes of Ch.9 & Ch.10 readings view power points for Chapter 9 & Chapter 10 & Take Notes discuss Ch. 9-10 online if requested <p>Academic Engagement:</p> <ol style="list-style-type: none"> Complete and submit the Session Five online quiz. This quiz covers Ch. 9-10 of the text. Post to the following Discussion Thought: My position on Ethical Issues in Counseling Weekly Worksheets- Additive/Facilitative Statements Wk#5 View Counseling Technique Video #4 and answer questions Complete and submit Counseling Case Study Wk# Complete Comprehensive “Real Life” Case Study & Treatment Plan List Wk#5 Complete and submit Chapter 9 & 10 Essay Questions Challenging Client Types Assignment #4 “Child of Rage’ Video & counselor recommendations Continue working on his/her Personal Analysis Reflective Paper due session six 	<ul style="list-style-type: none"> • 2 hours • 2 hours • 2 hours • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 4 hours • 1 hour • 3 hours • 3 hours <p>Total Preparation: 7 hours Total Academic Engagement: 17 hours</p> <hr/> <p>Total for Week #5: 24 hours</p>

PSYC 3753 – SESSION SIX

Objectives	Assignments/Assessments	Approximate Time to Complete
<p>Each student will be able to</p> <ul style="list-style-type: none"> Discuss and assess his/her personal knowledge, skills, attitudes, and values with regard to helping/counseling relationships with others. Discuss and assess personal self-analysis in counseling. 	<p>Each student will</p> <ol style="list-style-type: none"> Be prepared to discuss his/her Personal Analysis Reflective Paper if required Be prepared to complete and submit for final class- session seven- Final- videotaped counseling interview & transcript of interview verbatim <p>Academic Engagement:</p> <ol style="list-style-type: none"> Post to the following Discussion Thought: Self Evaluation Weekly Worksheets-Additive/Facilitative Statements Wk#6 View Counseling Technique Video #5 and answer questions Complete and submit Counseling Case Study Wk#6 Complete Comprehensive “Real Life” Case Study & Treatment Plan List Wk#6 Challenging Client Types Assignment #5 Complete, for submission, his/her Personal Analysis Reflective Paper 	<ul style="list-style-type: none"> • 1.5 hour • 2 hours • 1 hour • 1 hour • 1 hour • 1 hour • 1 hour • 3 hours <p>Total Preparation: 3.5 hours Total Academic Engagement: 9 hours</p> <hr/> <p>Total for Week #6: 12.5 hours</p>

PSYC 3753 – SESSION SEVEN

Objectives	Assignments/Assessments	Approximate Time to Complete
<p>Each student will be able to</p> <ul style="list-style-type: none"> Describe and discuss the elements and process of a Final- videotaped counseling interview & transcript of interview verbatim Discuss and assess how his/her personality and personal family history influence his/her performance as helper/counselor. 	<p>Each student will</p> <ul style="list-style-type: none"> Be prepared to discuss if requested Final- videotaped counseling interview & transcript of interview verbatim <p>Academic Engagement:</p> <ol style="list-style-type: none"> Complete and submit Counseling Case Study Wk#7 Weekly Worksheets-Additive/Facilitative Statements Wk#7 Complete Comprehensive “Real Life” Case Study & Treatment Plan List Wk#7 Complete, Final- videotaped counseling interview & transcript of interview verbatim. Complete a final posting summarizing all work completed in the course where the student is further assessing how his/her personality and personal family history influence his/her performance as helper/counselor. 	<ul style="list-style-type: none"> • 1 hour • 1 hour • 1 hour • 1 hour • 4 hours • 1.5 hour <p>Total Preparation: 1 hours Total Academic Engagement: 8.5 hours</p> <hr/> <p>Total for Week #7: 9.5 hours Total for ALL seven weeks~120 hrs.</p>

Appendix A

	Poor	Fair	Good	Excellent
Values	Mission Statement does not identify any values or principles 0pts.	Mission Statement identifies one value or principle 2pts.	Mission Statement identifies 2 values or principles 4pts.	Mission statement identifies 3 or more values or principles 6pts.
Principles	Mission statement does not identify any principles 0pts.	Mission statement identifies 1 or more principles 2pts.	Mission statement identifies 2 or more principles 4pts.	Mission statement identifies 3 or more principles 6pts.
Sense of Purpose	Mission Statement does not provide sense of purpose 0pts.	Sense of Purpose for only one or two of the values is given or rational is unclear or illogical. 3pts.	Sense of Purpose is clearly written. 5pts.	Sense of Purpose is clear, logical, and thoughtful. 8pts.

Appendix B

Threaded Discussion Participation Standards

All online discussions will adhere to the following guidelines: **Due Dates** - Initial responses due on Wednesdays by 11:59 p.m.; classmate/peer responses are due on Saturdays by 11:59 p.m. Classmate/Peer responses should be substantial responses and/or insightful questions. You must have a minimum of two posts per Discussion: your initial response to the discussion question as well as one response to a peer. Remember you are welcome to respond to other peers as well.... however, your grading is based on your response to the discussion question and your response to one peer. **Grading** - Your discussion postings will be graded according to the quality of your response. In order to earn the full 10 points, your posting should be clear, complete, insightful and original; in addition, you must have high quality responses. Responses that are incomplete, vague, lack detail or repeat previous postings will receive reduced grades. Remember, you should always relate your postings to relevant professional issues. Postings are not simply your opinion; they involve your opinion but include an application to the relevant psychological, legal, and writing principles. Online discussions will be graded according to the following rubric. Failure to submit postings within the relevant time frame will result in the loss of the points for that posting. The rubric is in two parts, the first is for understanding and the second part for evaluating.

Understanding

	Reply construction	Understanding
0/1	Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt.	Simple reply or comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding.
2/3	Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. The reply contains several sentences. The text construction is mainly formal containing few abbreviations or txt style language.	Simple reply or comment showing some insight, depth and are connected with original post, question, topic or concept. The replies are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding.
4	Few spelling and grammatical errors. Has structure and the entry flows. Contains an appropriate links, uploaded files or images. These are referred to within the text. Refers to other posts. The reply contains sentences or paragraphs.	Replies show insight, depth and are connected with thread, topic or post. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding.
5	Spelling and grammatical errors are rare. The reply has structure and is formatted to enhance readability. Contains a appropriate links, uploaded files or images. Sources are acknowledged. Images and links are referred to within the text. Refers to other posts and builds on these.	Replies show insight, depth and understanding. They are connected with thread, topic or post. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The reply or post shows a high level of understanding, it shows a depth of understanding in matters relating to and surrounding the original post.

Evaluating

	Reference	Clarity	Argument	Critique	Questioning
0/1	Student does not refer to other posts or the referred posts are irrelevant, inappropriate or unrelated to the thread. The post may be a repeat of prior posts.	The student post shows a lack of clarity on their opinion.	Contains no relevant questions and does not formulate an argument.	Student does not provide any critique of other Posts or comments.	The student does not pose any questions.
2/3	Student does refer to other posts. The reply post is mainly related to the thread.	The post adds to the discussion in a limited way. The poster expresses their opinion in a limited mode.	The student has developed a limited argument, using appropriate language. The argument is unsupported.	The student provides a simple critique of posts in an appropriate manner.	The student states simple questions which are related to the topic. Student answer some of the questions posted by their peers
4	Student refers to other posts. The reply post is related to the thread.	The post adds to the discussion. The poster expresses their opinion clearly.	The student has developed an argument using appropriate language. The argument is supported by facts, opinions and related materials.	The student is judging other posts on their merits. The student provides a critique of posts in an appropriate manner.	The student structures appropriate questions which are related to the topic and previous posts. The student answers the questions posted by their peers, provides a limited defense of position or stance
5	Student refers to other posts. The reply post is related to the thread.	The post enhances the discussion and is expressed in clear and concise opinion.	The student has developed the argument using appropriate language. This is clearly and appropriately supported by facts, opinions and related materials including links.	The student is judging other posts on their merits. The student provides a detailed critique of posts in an appropriate manner.	The student structures appropriate focusing or challenging questions related to the topic and previous posts. The student answers the questions posted by their peers with depth and shows a high degree of understanding. Can defend his or her position of stance on a topic.

Churches, A. (2007, December) Threaded Discussion Rubric - Bloom's Digital Taxonomy. [Online]. Available from: <http://edorigami.wikispaces.com/file/view/2+threaded+discussion+rubric.pdf>

Appendix C

Grading Rubric for: 5 Challenging Client Types; Weekly Worksheets-Additive/Facilitative Statements; Counseling Technique Videos;
Counseling Case Studies; Comprehensive “Real Life” Case Study

POINTS AWARDED	POINTS	ASSESSMENT ITEMS	ANY COMMENTS	
	3 points	Content and analysis: Work is original, focused, unambiguous, and concise. Student displays critical clinical thought process as evidenced by thoughtful concise treatment planning process and recommendations for various client types.		
	1 points	Spelling, grammar, and punctuation Student uses grammar with a few minor spelling errors. Student uses paragraph breaks well & appropriate format if needed, e.g., APA?		
	2 points	Development of key ideas Within paper, student raises a point for potential discussion that may be thought provoking.		
	3 points	Critical thinking and evaluation Student originality in their paper. Student may compare and contrast any explanations or strategies for intervention if needed (assess ways to solve the problem)		
	1 points	Length of paper Student has the appropriate amount of pages noted for the assignment not including title page, abstract, table's graphs, figures, bibliography, and appendices. Student has appropriate amount of references. Points may be deducted for less pages needed		
	10 points	Total		

Appendix D

GRADING RUBRIC FOR CHAPTER ESSAY QUESTIONS

POINTS AWARDED	POINTS	ASSESSMENT ITEMS	COMMENTS
	10 points	Overall organization What is the thesis? Does the paper have an introduction, body, and conclusion? Are the topic sentence and paragraph construction good? How well do you use your subheadings to mark subdivisions of the paper?	
	5 points	Spelling, grammar, and punctuation Do you use good grammar? Are there only a few minor spelling errors? Do you use paragraph breaks well? Did you use an appropriate format, e.g., APA?	
	10 points	Development of key ideas If you raise a point for discussion, do you discuss it thoroughly in your paper? How strong is your evidence?	
	10 points	Critical thinking and evaluation How original is your paper topic? Do you compare and contrast explanations or strategies for intervention (assess ways to solve the problem)?	
	5 points	Length of paper Appropriate number of pages not including title page, abstract, table's graphs, figures, bibliography, and appendices. Appropriate amount of references. Points will be deducted for every page you are short	
	40 points	Total	

Appendix E

GRADING RUBRIC FOR “Child of Rage’ Video & counselor recommendations

POINTS AWARDED	POINTS	ASSESSMENT ITEMS	COMMENTS
	5 points	Content and analysis: Work is original, focused, unambiguous, and concise. Student displays critical clinical thought process as evidenced by thoughtful concise treatment planning process and recommendations for various client types.	
	2.5 points	Spelling, grammar, and punctuation Student uses grammar with a few minor spelling errors. Student uses paragraph breaks well & appropriate format if needed, e.g., APA?	
	5 points	Development of key ideas Within paper, student raises a point for potential discussion that may be thought provoking.	
	5 points	Critical thinking and evaluation Student originality in their paper. Student may compare and contrast any explanations or strategies for intervention if needed (assess ways to solve the problem)	
	2.5 points	Length of paper Student has the appropriate amount of pages noted for the assignment not including title page, abstract, table's graphs, figures, bibliography, and appendices. Student has appropriate amount of references. Points may be deducted for less pages needed	
	20 points	Total	

Appendix F

Rubric for Grading Personal Analysis Reflective Paper

Criteria		Comments	Pts.
Depth of Reflection	Demonstrates a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.		___ / 45pts.
Use of Evidence and Context	Uses specific and convincing examples from the texts studied to support claims in writing, making insightful and applicable connections between texts.		___ / 45pts.
Language Use	Uses stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.		___ / 45pts.
Grammar and Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.		___ / 45pts.

Appendix G1

Final- videotaped counseling interview Evaluation Rubric

Skill Category	Skill	Number Used During Session (Tally Marks)	Too Much or Too Little?	Accuracy
Invitational (non-verbal)	Eye contact			
	Body position			
	Silence			
	Voice tone			
	Gestures			
	Leading Questions			
	Minimal encouragers			
	Open questions			
	Closed question			
Reflecting	Paraphrasing			
	Reflecting Feelings			
Advanced Reflecting	Reflecting Meaning			
	Summarizing			
Challenging	Feedback			
	Confrontation			
Goal Setting	Focusing on the client			
	Boiling Down the Problem			
Solution Skills	Giving Information			
	Brainstorming			
	Alternate Interpretation			

Additional Questions to Evaluate a Practice Session

How able was the student to produce exploration or action on the part of the student?

1 2 3 4 5 6 7 8 9 10

The client rehashed
old issues

The client explored more deeply
and covered new ground.

1 2 3 4 5 6 7 8 9 10

The client was
Not confronted or
Challenged to take action

The client was challenged
to act.

Appendix G2

Basic Counseling Skills Rubric

Skill	Proficient (25 pts ea.)	Not Observed (0 pts ea.,)
Opening + Informed Consent/Confidentiality Statement		
Minimal Responses/Encouragers: Appropriate use of "mmhm", "yeah", etc to communicate to the client w/o interrupting the client's communication		
Open-ended Questions: Appropriate use of open-ended and limited-use of closed questions		
Paraphrase: Using your own words to briefly communicate an understanding of the content of what the client has said		
Reflections of Feeling: Accurate response that includes both the content (thoughts) and feelings in the client's previous communication.		
Summarization: An accurate combination of two or more of the client's previous communications		
Genuineness: Being congruent, spontaneous, non-defensive, and open to the client		
Empathy: Attempting to "walk a mile" in the client's shoes. The ability to understand and share clients experiences and emotions		
Positive regard: Expressing positive affirmation for the client		
Silence: Not speaking when appropriate in facilitating client movement		

UNC Education. (n.d). Basic Counseling Skills Rubric. Retrieved from:

http://www.soe.unc.edu/academics/med_sch_counseling/docs/basic_counseling_skills_rubric.pdf

Comments:

Areas of Strength:

Areas for Growth:

Appendix H

The Top Ten Basic Counseling Skills

-- Kevin J. Drab, M.Ed., M.A., LPC, CAC Diplomate

Research is increasingly finding that the type of therapy used is not as important to outcomes as are specific counselor behaviors such as (1) Enthusiasm, (2) Confidence, (3) Belief in the patient's ability to change. Although there is nothing which will ensure change, it would appear that clients are more likely to achieve their goals when a good and positive relationship exists between them and their therapist. In essence the counselor's interactions with the client are a powerful tool in the helping relationship.

1. Listening

- a. **Attending** - orienting oneself physically to the patient (pt) to indicate one is aware of the patient, and, in fact, that the client has your full, undivided attention and that you care. Methods include eye contact; nods; not moving around, being distracted, eye contact, encouraging verbalizations; mirroring body postures and language; leaning forward, etc. Researchers estimate that about 80 percent of communication takes place non-verbally.
- b. **Listening/observing** - capturing and understanding the **verbal** and **nonverbal** information communicated by that pt.

Two primary sources of information:

- **CONTENT** - what is specifically said. Listen carefully for, not only what a person says, but also the words, expressions and patterns the person is using, which may give you a deeper insight. Counselors should develop their ability to remember what was said, as well as to clarify what was said or finding out what was not said.
- **PROCESS** - all nonverbal phenomena, including how content is conveyed, themes, body language, interactions, etc. Smiling

2. Empathy

The ability to perceive another's experience and then to communicate that perception back to the individual to clarify and amplify their own experiencing and meaning. **It is not identifying with the pt or sharing similar experiences-- not "I know how you feel"!**

Primary skills associated with the communication of empathy include:

- a. nonverbal and verbal attending
 - b. paraphrasing content of client communications
 - c. reflecting patient feelings and implicit messages
-
- a. **ATTENDING** – involves our behaviors which reflect our paying full attention, in an accepting and supportive way, to the client.
 - b. **PARAPHRASING** - Selective focusing on the cognitive part of the message – with the client's key words and ideas being communicated back to the patient in a rephrased, and shortened form. There are four steps in effective [paraphrasing:
 - I. Listen and recall. The entire client message to ensure you recalled it in its entirety and do not omit any significant parts.
 - II. Identify the content part of the message by deciding what event, situation, idea, or person the client is talking about.
 - III. Rephrase, in as concise a manner as possible, the key words and ideas the client has used to communicate their concerns in a fresh or different perspective.
 - IV. Perception check is usually in the form of a brief question, e., "It sounds like...", "Let me see if I understand this," which allows the client to agree or disagree with the accuracy of your paraphrasing.

- c. **REFLECTING PT'S FEELINGS-** Affective reflection in an open-ended, respectful manner of what the client is communicating verbally and nonverbally, both directly through words and nonverbal behaviors as well as reasonable inferences about what the client might be experiencing emotionally. It is important for the helper to think carefully about which words he/she chooses to communicate these feelings back to the client. The skill lies in choosing words which use different words that convey the same or similar. For example, if a poorly skilled helper reflected to the client that he/she was "very angry and depressed," when the client had only said they were irritated by a certain event, and had felt very sad over the death of a family pet, the result could be counterproductive to the process of change.

3. Genuiness

Ability of counselor to be freely themselves. Includes congruence between outer words/behaviors and inner feelings; nondefensiveness; non-role-playing; and being unpretentious. For example, if the helper claims that they are comfortable helping a client explore a drug or sexual issue, but their behavior (verbally and nonverbally) shows signs of discomfort with the topic this will become an obstacle to progress and often lead to client confusion about and mistrust of the helper.

4. Unconditional positive regard

An expression of caring and nurturance as well as acceptance.

- Includes conveying warmth through:
- Also conveying acceptance by responding to the pt's messages (verbal and nonverbal) with nonjudgmental or noncritical verbal & nonverbal reactions.
- Respect - ability to communicate to the pt the counselor's sincere belief that every person possesses the inherent strength and capacity to make it in life, and that each person has the right to choose his own alternatives and make his own decisions.

5. Concreteness

Keeping communications specific -- focused on facts and feelings of relevant concerns, while avoiding tangents, generalizations, abstract discussions, or talking about counselor rather than the client. Includes the following functions:

- a. Assisting client to identify and work on a specific problem from the various ones presented.
- b. Reminding the client of the task and redescribing intent and structure of the session.
- c. Using questions and suggestions to help the client clarify facts, terms, feelings, and goals.
- d. Use a here-and-now focus to emphasize process and content occurring in current session, which may of help to elucidate the problem being worked on or improving the problem-solving process.

6. Open Questions -- A questioning process to assist the client in clarifying or exploring thoughts or feelings.

Counselor id not requesting specific information and not purposively limiting the nature of the response to only a yes or no, or very brief answer.

- a. Goal is to facilitate exploration – not needed if the client is already doing this.
- b. Have an intention or therapeutic purpose for every question you ask.
- c. Avoid asking too many questions, or assuming an interrogatory role.
- d. Best approach is to follow a response to an open-ended question with a paraphrase or reflection which encourages the client to share more and avoids repetitive patterns of question/answer/question/answer, etc.

8. Counselor Self-Disclosure

The counselor shares personal feelings, experiences, or reactions to the client. Should include relevant content intended to help them. As a rule, it is better to not self-disclose unless there is a pressing clinical need which cannot be met in any other way. Remember empathy is not sharing similar experiences but conveying in a caring and understanding manner what the client is feeling and thinking

9. Interpretation

Any statement to the client which goes beyond what they have said or are aware of. In interpretation the counselor is providing new meaning, reason, or explanation for behaviors, thoughts, or feelings so that pt can see problems in a new way. Interpretations can help the client make connections between seemingly isolated statements of

events, can point out themes or patterns, or can offer a new framework for understanding. An interpretation may be used to help a pt focus on a specific aspect of their problem, or provide a goal.

- Keep interpretations short, concrete (see concreteness), and deliver them tentatively and with empathy.
- Use interpretations sparingly and do not assume a pt's rejection of your insight means they are resistant or that you are right.

10. Information Giving and Removing Obstacles to Change

Supplying data, opinions, facts, resources or answers to questions. Explore with client possible problems which may delay or prevent their change process. In collaboration with the client identify possible solutions and alternatives.

Reference~

Drab, K.J. (n.d.). The Top Ten Basic Counseling Skills. Retrieved from:
www.people.vcu.edu/~krhall/resources/cnslskills.pdf

Treatment Plan List

Treatment Issues	Actions Taken