



Graduate School of Education

Department of Educational Psychology
COUNSELING PSYCHOLOGY AND SCHOOL COUNSELING PROGRAM
THE GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY
COURSE: INTRODUCTION TO COUNSELING AND INTERVIEWING SKILLS
SECTION 01 (15:297:501:90) - FALL 2021

Time: Monday, 5:00p-8:00p **Location:** Scott Hall (SC; room 205)
Credits: 3 semester hours

Dr. Clewiston D. Challenger, PhD Email: Clewiston.challenger@gse.rutgers.edu Office Phone: TBD Office Location: 10 Seminary Place- Office # GSE 307	
Office Hours- Mondays 4:00p-4:45p or by appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

NOTE: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

***In an effort to help mitigate the spread of the transmission of COVID-19, all students and instructors in classrooms are expected to wear a cloth face covering and practice social distancing of 6 feet between yourself and others. The cloth face covering should cover the mouth and nose at all times. In the interest of everyone's health and safety, if individuals are not complying with these mask and social distancing guidelines, they may be asked to leave class or the class meeting may be cancelled. ***

Course Will Meet Virtually on Zoom If Weather Issues

Class meeting Zoom link:

<https://us02web.zoom.us/j/6848576882?pwd=a1hJdUN4R2ZWmnhZemt2VlhHUkdrUT09>

Meeting ID: 684 857 6882

Passcode: 53FAsb

COURSE DESCRIPTION

Pre-service school/counseling (clinicians, advisers, and other helping professions) students will formal counseling techniques, knowledge, and skills in order to intentionally apply their skills in a helping manner in a professional setting. Students will gain knowledge, competence, and awareness in how to conduct an intake of a student/client, how to assess their presenting issues, how to build rapport, and how to conduct a counseling session addressing the student/client's issue. This course will also help students to learn how to start a session (open) and close (terminate) a counseling session and relationship, in addition, students will learn such skills as: active listening, reflection of client's feelings, content, and meaning, using encouragers, demonstrating empathy, applying interventions, exercises, and homework for effectiveness, and how to develop a treatment plan and goals for client productivity. This course focuses on school, clinical, and advising settings where counselors work with school-age and college-age students or young adults and professionals. At the conclusion of this course, students will gain a better understanding of how to apply their newly learned formal counseling skills to a counseling session and feel they can be helpful and provide some support, encouragement, motivation, direction, and/or some crisis alleviation to their student or client.

CRITICAL CACREP COMPETENCIES & STANDARDS:

- **(5.G.3.f)** techniques of personal/social counseling in school settings
- **(5.G.3.g)** strategies to facilitate school and postsecondary transitions
- **(5.G.3.h)** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- **(5.D.3.a)** diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- **(5.D.3.d)** strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
- **(5.D.2.f)** diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- **(5.C.2.j)** cultural factors relevant to clinical mental health counseling

COURSE SCOPE:

This course aims to teach students how to be intentional helpers. Students will learn formal counseling and helping skills and how to apply them in a counseling setting (i.e. school, clinical, advising, career counseling). Pre-service counselors will gain skills in cultural competency, diversity, and equity to be social justice practitioners. Other goals of this course is to help students gain skills as helpers so they can feel confident in their ability to help individuals, families, or groups who need guidance, advisement, or are in crisis and can be helpful. Students will learn formal skills in the areas of client informed consent, building rapport,

therapeutic skills, attending skills, as well as be able to offer educational resources to their students/clients. Students will learn how to assess and evaluate their students/clients, set goals for their clients, as well as how to create a collaborative treatment plan with their student/client. Lastly, students will develop skills on how to terminate the counseling session (each weekly session) as well as the counseling relationship (ending the therapeutic relationship with the individual/group).

ACCREDITATION STATEMENT

This course addresses the following curriculum components stipulated by the Council for the Accreditation of Counseling and other Related Programs (CACREP) Standards.

Method of Instruction:

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include lecture, small group discussions, whole-class discussion, individual projects, cooperative learning groups, case studies lectures, role plays, facilitated reflection, videos, and experiential activities.

Course Structure and Format:

This course will meet weekly and conducted virtually (via Zoom) in an online setting. Meaning, the class will meet asynchronously as well as periodic meetings on a virtual platform (i.e. Zoom). Students are encouraged to attend remotely and are expected to participate in the class activities (i.e. breakout groups, discussions, mock scenarios) as well as engage in the lecture delivered by the instructor.

Preparation for Class: Readings/Experiential Activities/Discussions:

Students will be expected to come to class prepared for the topic of the day and will demonstrate knowledge of the subject matter by participating in class discussions and experiential activities such as role plays. Attendance of each class is expected.

Technical Assistance:

People in this course will be using different types of computers and software, and you may experience technical problems from time to time. ***If you are having technology problems***, such as linking to email, accessing RutgersOnline.net, problems with buttons on RutgersOnline.net, problems downloading and viewing documents, password problems, or other tech problems, you must first contact the **HELP Desk at 1-877-361-1134**. The Help Desk staff is trained to address many different types of technology problems. ***If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.***

Required Texts/Reading:

- Hackney, H. L., & Bernard, J. M. (2017). *The professional counselor: A process guide to helping* (8th ed.). Upper Saddle River, NJ: Pearson.

Resource Texts (not required)

- American Counseling Association. (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Essentials of intentional interviewing and counseling in a multicultural world*. Belmont, CA: Thomson Brooks/Cole.
- Additional readings as assigned by the instructor.

Additional Reading (not required)*Reviewing Video and Supervision:*

- Hubra, R., Yamokoski-Maynhart, C. & Prieto, L. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling and Development*, 86, 412-418.

Suicide Intervention and Assessment:

- Chu, C., Klein, K. M., Buchman-Schmitt, J. M., Hom, M. A., Hagan, C. R., & Joiner, T. E. (2015). Routinized assessment of suicide risk in clinical practice: An empirically informed update. *Journal of Clinical Psychology*, 71(12), 1186-1200. doi:10.1002/jclp.22210
- Chu, J., Floyd, R., Diep, H., Pardo, S., Goldblum, P., & Bongar, B. (2013). A tool for the culturally competent assessment of suicide: The cultural assessment of risk for suicide (CARS) measure. *Psychological Assessment*, 25(2), 424-434. doi:http://dx.doi.org.ezaccess.libraries.psu.edu/10.1037/a0031264
- Granello, D. (2010). A suicide crisis intervention model with 25 practical strategies for implementation. *Journal of Mental Health Counseling*, 32(3), 218-235.

Crisis Intervention:

- Flannery, R. B., & Everly, G. S. (2000). Crisis intervention: A review. *International Journal of Emergency Mental Health*, 2(2), 119-126.
- Everly Jr, G. S. (2000). Five principles of crisis intervention: reducing the risk of premature crisis intervention.

Counselor Wellness and Self-Care:

- Ray, S. L., Wong, C., White, D., & Heaslip, K. (2013). Compassion satisfaction, compassion fatigue, work life conditions, and burnout among frontline mental health care professionals. *Traumatology: An International Journal*, 19(4), 255-267. doi:<http://dx.doi.org.ezaccess.libraries.psu.edu/10.1177/1534765612471144>

Motivational Interviewing

- Moyers, T. B., & Martin, T. (2006). Therapist influence on client language during motivational interviewing sessions. *Journal of Substance Abuse Treatment*, 30(3), 245-251. doi:10.1016/j.jsat.2005.12.003
- Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*, 5(1), 3-17.
- Levensky, E. R., Forcehimes, A., O'Donohue, W. T., & Beitz, K. (2007). Motivational Interviewing: An evidence-based approach to counseling helps patients follow treatment recommendations. *AJN The American Journal of Nursing*, 107(10), 50-58.

INSTRUCTIONAL OBJECTIVES

A. Knowledge

The pre-service counselors will:

1. learn ethical considerations related to counseling through exposure to the ACA Code of Ethics and case scenarios.
2. understand the core conditions that are essential to effective counseling.
3. evaluate individual motivations underlying a choice to follow a career path in counseling.
4. effectively learn the responsibilities assumed by individuals choosing a counseling career.
5. develop effective verbal and nonverbal clinical communication skills.
6. understand the professional responsibilities in a counseling session.
7. reflect on the therapeutic processes and gain an understanding for the stages of therapy.
8. understand the influence of gender and culture on the counseling process.
9. gain a basic understanding of mental status exams.
10. gain a level of competency in assessing suicidal and homicidal intent.
11. learn about the process of clinical supervision.

B. Skills

The pre-service counselor will:

1. demonstrate the ability to empathize with their clients.
2. practice active listening skills.
3. demonstrate use of clear effective verbal communications.
4. identify client nonverbal behaviors and demonstrate effective therapeutic usage of their own nonverbal behaviors.
5. demonstrate an acute awareness of one's impact on others.
6. provide constructive feedback to their peers.

7. integrate constructive feedback given by their peers, instructor, and clinical supervisor.
8. demonstrate professionalism in counseling and supervision sessions.

C. Dispositions

The pre-service counselor will:

1. appreciate the complexities of counseling with culturally diverse populations and be proactive in supervision to understand their own strengths and limitations.
2. value self-assessment and self-awareness recognizing that both are ongoing processes.
3. recognize and value individual differences among peers and clients.
4. value constructive feedback provided by peers, instructor, and clinical supervisor.
5. recognize how values, attitudes, and biases impact the counseling and client progress.
6. gain increased sensitivity to how societal and economic conditions impact individuals.
7. value multicultural differences and understand their impact on behaviors.

CLASSROOM POLICIES

Note: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Professional Demeanor/ Class Participation (6pts/class)

Students will receive a grade each class assessing the extent of their behavior that is professional in the classroom and level of participation. Low participation to no participation in each class will result in 2 points out of 6 possible points that can be earned. Students are expected to treat one another with respect and to contribute to the development of a classroom environment that encourages knowledge acquisition and skill application. Class attendance and constructive participation in all aspects of the course are expected.

In addition, students will be required to both receive and give constructive feedback about their skill development. Students are expected to treat one another with respect and to contribute to the development of a classroom environment that encourages skill development. In particular, please do not discuss the skill development of classmates with others. The format of this class will include group activities, role plays, and discussion to help process and integrate the information presented in reading assignments, videos, and lectures. Class attendance and constructive participation in all aspects of the course are required.

Successful completion in this course will enable students to enroll in practicum next semester. Student readiness for practicum is assessed by a host skills and dispositions. One important component is the consistent demonstration of behaviors consistent with what is expected in the profession. Course students will receive a grade assessing the extent to which their behavior is professional in the classroom and during their clinical demonstrations time (filmed role-play sessions). This course emphasizes experiencing as a method of learning and skill development. It

is expected that students will have completed all reading and homework before class the day they are due.

Here are some ways you can participate in class to earn your points:

- **Offer your opinion, thought, idea, comment, or feedback to the class**
- **Tactfully and respectfully counter an argument or position held by your classmate**
- **Build on or Add-onto an idea or comment offered by someone in class**
- **Offer feedback, critique, commentary to something stated in class**
- **Volunteer for an activity (i.e. lead a group, role-play, etc.)**
- **Present talking points or initiate a class discussion**

If a student is not present in class they cannot receive a grade for professional demeanor/participation for that day, regardless of the reason for the absence. If you are absent, you will not receive the 6 points for that class. In addition, for every 15 minutes you are late for class, regardless of the reason, the professional demeanor/participation grade for that day will be lowered by 2 points (2/6 points are the least you can earn if you are extremely late). Please know that on occasion students may be late, or even miss class. Some students will receive feedback on their participation (e.g., the extent to which they are respectful of their classmates, or if participation is low or not evident).

Late Assignments Policy

Late assignments will be accepted. Most assignments will be due at 11:59p on a certain date (see course calendar). Assignments should be submitted/uploaded online into Canvas under the correct submission folder.

- **Assignments turned in 24 hours** after the due date/time (i.e. assignment due Monday at 11:59p but turned in Tuesday BEFORE or at 11:59p) will **not** lose points. Full points can be earned if assignment is turned in 24 hrs. late.
- **Assignments that are 25 hours to 48 hours late** (over 1-2 days late) will lose 10 points off the final score earned on the assignment (i.e. if I score the late assignment at 90 points on a 100pt assignment, I will take off an additional 10 pts from the 90 score to give a final score of 80pts earned on the late assignment). **Example:** If an assignment was due on Monday at 11:59p but student turned it in on Wednesday at 10:00a, that is beyond the 24 hour “grace period” and is not subject to a 10-point deduction on the assignment automatically.
- **Assignments turned in 48 hours (2 days) late or later** (up to the end of the semester before grades are submitted by the course instructor) can only earn half credit (MAX) or less for the assignment based on the quality of the work turned in (i.e. If the assignment was worth 200 pts if turned in on time, it is now going to be graded starting at 100 pts, or half the worth of the assignment. So, the max that can be earned is half credit, or less). **Example:** If the assignment was due on Monday at 11:59p but is turned in on Thursday (anytime on this day), it is not over 48 hours late. Students can earn a maximum of half of what the assignment was originally worth. Depending on the quality of work. The course instructor could award less than half due to content quality.

Electronic Devices

As part of your preparation for the counseling profession, students are expected to give their full engagement to the class along with high involvement and a strong display of participation when in attendance. This means, all mobile devices (i.e. cell phones, tablets, laptops, and other electronic devices) must only be used for class purposes only. All electronic devices should be silenced to avoid disrupting the class. Excessive attention to your electronic device will negatively impact your professional demeanor and participation grade.

Note: *If you have to make an emergency call, please excuse yourself from the class to do so.*

Scheduled Class Breaks

Our classes meet for 3 hours each week. Each class will have 2 scheduled 10-15-minute breaks during that time. First break is usually after the first hour of class and the second break is after the 2nd hour of class. During the scheduled break students can take that opportunity to use electronic devices for personal reasons. Students are also encouraged to use the restroom, purchase food, stretch and walk-about during the scheduled break.

GRADING

This course emphasizes the importance of both acquired knowledge (didactic) and basic counseling skills (practice). Final grades are based on the following assignments and evaluations:

	<u>Points</u>
Professional Development/ Demeanor/ Participation (15 weeks @6pts/class).....	90
Counselor Peer Evaluation Feedback Forms (3x @ 20pts ea.)	60
Skills I (150pts) & Transcript (50pts)	200
Intake Roleplay (100pts) with Intake Bio-Psyhco-Social Note (50pts).....	150
Skills II (200pts) & Transcript (25pts) & DAP note (25pts).....	250
Exam I (Oct 25)	200
Exam II (Dec 20)	100
Bonus (TBD, varies)	<u>10-20</u>
 Total possible points	 1050 pts

Grading Scale: (Grade = Points Earned)

A = 950-1050+

C+ = 600-699

B+ = 900-949

C = 500-599

B = 800-899

F = 599 and below

B = 700-799

ASSIGNMENT AGENDA

Exams (10/25 & 12/20)

There are two exams in this course (mid-term, final). Exams will be based on material from class lectures, handouts, and required readings.

Liability Insurance (due: 12/1)

All counselor-trainees must obtain liability insurance before the end of this semester in order to sign up for EPSY 5317 (Fieldwork/Practicum). Insurance options:

- **CPH & Associates:** <http://www.cphins.com/>
- **American School Counselor Association (ASCA):**
<https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance>
- **American Counseling Association (ACA):**
<https://www.counseling.org/membership/membership-benefits>

Role-plays

There will be four roleplay-counseling sessions (Practice, Skills I, Intake, & Skills II) students will discuss their sessions with their partner. Critique of session recordings will occur during class meetings if time allows. In addition, students are expected to meet as a pair to review/critique the Skills I, Intake, and Skills II counseling sessions and provide specific feedback on skill application. In addition, you will be able to find the necessary forms and slideshows posted under the Course Content of the Canvas site.

Students must demonstrate appropriate skill acquisition prior to moving on to the next recorded counseling session. Thus, the Instructor holds the right to request of any student that, 1) additional counseling sessions be recorded, and/or 2) extra one-on-one review/critique sessions occur with Instructor or a doctoral student if deemed necessary for the personal or professional growth of the student and/or 3) the class be repeated. All Evaluation Forms that will be used for peer feedback are posted to the class webpage.

Students will use roleplay partners from their peers in class. Each student will take on the role of counselor and client. Through this role-play experience, students learn more about themselves, their role as a counselor, and what it feels like to be a client. Students will prepare in advance for their role as client by creating client personas that they can convey with credibility including sufficient emotional, cognitive, and behavioral complexity to elicit the skills being taught in class (see client persona assignment). Please be aware that you may not role play issues with which you personally have struggled; doing so is potentially damaging to you and places your peers in an awkward and uncomfortable position and will influence our decision about your readiness to enroll in practicum. Furthermore, DO NOT roleplay with good friends you may have in the class. The friendship dynamics will interfere with the counseling process and your ability to demonstrate necessary skills, which will negatively impact your grade.

ASSIGNMENTS & DUE DATE**1) Professional Demeanor/ Class Participation (6pts/class=90pts)**

Class attendance is voluntary. You are graduate students, you can decide on your own if you wish to attend class or not. However, students will receive a grade each class assessing the extent of their behavior that is professional in the classroom and level of participation. Low participation to no participation in each class will result in 2 points out of 6 possible points that can be earned. Students are expected to treat one another with respect and to contribute to the

development of a classroom environment that encourages knowledge acquisition and skill application.

Class attendance and constructive participation in all aspects of the course are expected.

Here are some ways you can participate in class to earn your points:

- **Offer your opinion, thought, idea, comment, or feedback to the class**
- **Tactfully and respectfully counter an argument or position held by your classmate**
- **Build on or Add-onto an idea or comment offered by someone in class**
- **Offer feedback, critique, commentary to something stated in class**
- **Volunteer for an activity (i.e. lead a group, role-play, etc.)**
- **Present talking points or initiate a class discussion**

If a student is not present in class (does not attend class at all) they cannot receive a grade for professional demeanor/participation for that day, regardless of the reason for the absence. If you are absent, you will not receive the 6 points for that class, no exceptions. In addition, for every 15 minutes you are late for class, regardless of the reason, the professional demeanor/participation grade for that day will be lowered by 2 points (2/6 points are the least amount of points you can earn for the class if you are extremely late, does not matter the reason why you were late).

Please know that on occasion students may be late, or even miss class. Some students will receive feedback on their participation (e.g., the extent to which they are respectful of their classmates, or if participation is low or not evident).

Note: *Class participation points will be given at the discretion of the course instructor. You can dispute my opinion of your level of participation, I will listen, but your disagreement with my points given does not guarantee that I will give you the additional points after you have stated your point. But, you can try and I will listen. Best way to avoid not gaining all 6 points is a) don't be late to class, b) participate a minimum of 3x in class.*

2) Practice Counseling Session (due: 9/20; 0 points)

You will do a 15-minute counseling session. This session is meant for you to practice how to open a session. Counselor-trainees will address informed consent, client's presenting issue(s), counseling goals, making smooth/hard transitions, and ability to get to know client. You will use your natural ability to conduct a first counseling session and be an appropriate client for your roleplay partner. This experience will serve as a baseline and will not be graded.

3) Skills I Counseling Session (150 pts) with Transcript (50 pts) (due: 10/18, 200 pts)

The second tape will be a 25-minute recorded session in which you will demonstrate basic competence in the skills you have learned thus far in the course. You must transcribe 10 minutes of the session; please transcribe both the five minutes of the session where you were at your best as well as the five minutes of the session where you struggled the most. The format for transcription is posted to Canvas and will be discussed in class. You will work with the same partner from the practice session. Your session will be graded on a point/letter grade basis.

4) Intake Counseling Session (100 pts) with BIO/PSYCHO/SOCIAL Intake Note (50 pts) (due: 11/8 & 11/15; 150 points)

The third tape will consist of a **30-minute intake session**. A written intake report on your intake session must be completed. Intake form and additional information will be provided in class. Your intake session & the report is graded. **You will work with a new partner on this session.**

5) Skills II Counseling Session (200 pts) with Transcript (25 pts) and DAP Note (25 pts) (due: 12/6; 250 points)

The final tape will be a **50-minute recorded session**. You will demonstrate competency in all the skills learned during the semester. Ten minutes of the session must be **transcribed**; again, select the 5 “best” minutes of the session and the 5 minutes where you struggled the most. Use the transcription format distributed in class. A **DAP/Progress Note** must also be completed. The format for the progress note will be provided in class. Both the counseling session & progress note will be graded on a point/letter basis. You will complete this assignment with the same partner you had in the intake roleplay.

6) Description of Roleplay Personas (due: 9/13 & 10/25)

Each student will create two client personas for use in the roleplay counseling sessions that will be assessed by the instructor who will approve, edit, &/or request a new persona be developed. One persona will be used for the Practice and Skills I roleplay sessions and the second persona will be used for the Intake and Skills II counseling sessions. As mentioned previously, it is understood that the persona being role-played does not represent the student involved in the roleplay. **You are not to roleplay yourself and should you choose to do so, it will influence our perception of whether you are ready for practicum.** It is suggested that students create personas of individuals with issues in which they could easily identify with (i.e. relationship breakup, sleep issues, test anxiety, looking for a job) and thus, it might be helpful to create a persona based on attributes of friends and colleagues or fictional characters. This assignment is considered part of your professional development grade for the week. No letter grades are assigned to this assignment and you will receive feedback on the quality of your persona **which must be approved by the instructor before you can use the persona in your mock session.** See *Persona* description below (at the end of this syllabus) for specifics and an example of how to write one.

Course Calendar & Outline:

NOTE: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Date/Topic	Readings	Assignment Due
<p>Week 1 (9/6-9/8)</p> <ul style="list-style-type: none"> • Introduction to the course • Review of syllabus • Consent form • Group activity • Why counseling? 		<p><u>Due TODAY (9/8):</u> <i>Consent form and Getting to Know You form (Upload into Canvas)</i></p>
<p>Week 2 (9/13)</p> <ul style="list-style-type: none"> • Establishing a framework: Legal/ Ethical, Wellness, Diversity • Overview of the counseling interview: Stages and skills of counseling (Chapter 3) • Opening a Session; Practice/Mini-Intake Session (Practice/Mini-Intake session goal: No closed ended questions!) <p>CACREP Section 2.F.5.d.f.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 1 & 3</p> <p>ACA Code of Ethics http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</p> <p><u>Due next week:</u></p> <p><i>Practice/Mini-Intake Session Video & Self-Evaluation Form</i></p>	<p><u>Due:</u> <i>Persona to be used for Practice Session & Skills I session (Upload into Canvas)</i></p>

<p>Week 3 (9/20)</p> <ul style="list-style-type: none"> • Counseling Language and Communication • Basic verbal skills • Opening a Session <p>Practice Session (Practice session goal: No closed-ended questions!)</p> <p>CACREP Section 2.F.5.g.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapter 2</p> <p>Video (viewed in class):</p> <p>Sommers-Flanagan: <i>Basic Listening Skills chapter</i></p>	<p>Due: <i>Practice/Mini-Intake Session & Self-Evaluation Form (Upload to Canvas).</i></p>
<p>Week 4 (9/27)</p> <ul style="list-style-type: none"> • Building a working relationship: • Attending • Reflecting of Content/Meaning • Paraphrase/encourager • Probes/Questions • Silence <p>CACREP Section 2.F.5.b.d.f.g.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 2 & 4</p> <p>Video (at home):</p> <p>Sommers-Flanagan: <i>Basic Listening Skills chapter</i></p> <p>In-Class:</p> <p>Students will show footage from their Mini Opening Session Practice video in class. Only 3-minute's worth of footage will be shown in class. Please have that footage cued up and ready for viewing.</p>	<ul style="list-style-type: none"> • Nothing Due

<p>Week 5 (10/4)</p> <ul style="list-style-type: none"> • Structure of Counseling • Building Rapport • Reflecting Feelings – • Basic Empathy <p>CACREP Section 2.F.5.b.d.f.g.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 3 & 4</p>	
<p>Week 6 (10/11)</p> <ul style="list-style-type: none"> • Assessment of Client Problems • Formal intake skills • Defining client problem(s) • Questioning (Open/Closed-Ended Questions) • Clarifying questions <p>CACREP Section 2.F.5.b.d.f.g.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapter 5</p> <p>Video (at home):</p> <p>Sommers-Flanagan: <i>Question and Therapeutic Questions chapter</i></p> <p>Additional Reading: <i>Reviewing Videotape in Supervision: A Developmental Approach</i></p> <p><u>Due next week:</u></p> <p><i>Skills I Video, Transcript, Self-Reflection, & Peer-to-Peer Session Evaluation Form</i></p>	<p>Week to record Skills I Session (Upload to Canvas).</p>

<p>Week 7 (10/18)</p> <ul style="list-style-type: none"> • Working Relationship • Immediacy • Congruence • Self-disclosure • Positive regard <p>• Brief review for Exam I</p> <p>CACREP Section 2.F.5.b.d.f.g.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 2 & 4</p> <p>In-Class:</p> <p>Students will prepare 3 minutes of footage from their Skills I session for in-class viewing and feedback.</p> <p><u>Due next week:</u></p> <p><i>Persona for Intake and Skills II session</i></p>	<p>Week to meet with partner to review Skills I.</p> <p><u>Due:</u> <i>Skills I Video, Transcript, Self-Evaluation Form, & Peer-to-Peer Session Evaluation Form (Upload to Canvas).</i></p>
<p>Week 8 (10/25)</p> <p>Exam 1</p> <ul style="list-style-type: none"> • Chapters 1-6 <u>and</u> Additional Readings 	<p></p>	<p><u>Due:</u> <i>Persona for Intake and Skills II session (Upload to Canvas).</i></p>

<p>Week 9 (11/1)</p> <ul style="list-style-type: none"> • Conducting an Intake • Creating an Intake Progress (DAP) Note <p>CACREP Section 2.F.5.b.d.f.g.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 5</p> <p>Video (viewed in class):</p> <p>Sommers-Flanagan: <i>Intake Interview chapter</i></p> <p><u>Due next week:</u></p> <p><i>Intake Session video and Self-Reflection Evaluation form</i></p>	<ul style="list-style-type: none"> • Nothing Due • Record Intake Session
<p>Week 10 (11/8)</p> <ul style="list-style-type: none"> • Advanced Skills • Ambivalent/resistant clients • Confrontation • Playing a Hunch • Providing Feedback • Interpretation/Reframing • Motivational interviewing • Logical consequences <p>CACREP Section 2.F.5.b.d.f.g.n.h.i., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 2, 8</p> <p>Additional Readings:</p> <p>On Motivational Interviewing</p> <ul style="list-style-type: none"> • Moyers & Martin, (2006) • Miller & Moyers, (2006) • Levensky, Forcehimes, O'Donohue, & Bei <p><u>Due next week:</u></p> <p><i>Peer-to-Peer Intake Session Evaluation Form and Progress Report</i></p>	<p><u>Due:</u> <i>Intake Session video and Self-Reflection Evaluation form</i></p> <p>(Upload to Canvas)</p>

<p>Week 11 (11/15)</p> <ul style="list-style-type: none"> • Self-disclosure • Empathy • Directives • Information giving • Silence <p>CACREP Section 2.F.5.b.d.f.g.n.h.i., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 2 & 4</p> <p>Video (at home)</p> <p>Sommers-Flanagan: <i>Directive Listening Responses <u>AND</u> Directive and Action Responses chapters</i></p>	<p><u>Due:</u> <i>Peer-to-Peer Intake Session Evaluation Form and BIO/PSYCHO/SOCIAL Progress Report</i></p> <p>(Upload to Canvas).</p>
<p>Week 12 (11/22)</p> <ul style="list-style-type: none"> • Progress notes • Assessment & diagnosis • Treatment planning • Goal setting • Case conceptualization • Creating measurable outcomes for client treatment <p><i>**Session Review in class as time permits</i></p> <p>CACREP Section 2.F.5.b.d.f.g.n.h.i., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapter 8 & 9</p> <p>Video (viewed in class):</p> <p>Sommers-Flanagan: <i>Mental Status Examination chapter</i></p> <p><u>Due next class:</u></p> <p><i>Skills II Video, Transcript, DAP Note & Peer-to-Peer Session Evaluation Form</i></p>	<p>Week to record Skills II Session.</p>

WEEK 13: NOV 23-27 THANKSGIVING BREAK	NO CLASSES	ENJOY THE HOLIDAY WEEK
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<p>Week 14 (12/6)</p> <ul style="list-style-type: none"> Wellness and Self-Care Dealing with Crisis Dangerousness suicidal/homicidal clients <p><i>**Skills II Session Review in class as time permit. Students have 3-5 minutes of film prepped for class viewing.</i></p> <p>CACREP Section 2.F.5.b.d.f.g.h.i.j.l.m.n., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapters 10 & 11</p> <p>Video (viewed in-class):</p> <p>Sommers-Flanagan: <i>Suicidal Assessment Interview chapter</i></p> <p>Additional readings: <i>(choose one article to read)</i></p> <ul style="list-style-type: none"> Chu, Klein, Buchman-Schmitt, Hom, Hagan, & Joiner, (2015) Chu, Floyd, Diep, Pardo, Goldblum, & Bongar, (2013) Ray, Wong, White, & Heaslip, (2013). <p><u>Due next week:</u></p> <p><i>Skills II DAP Note, Peer-to-Peer Evaluation Form</i></p>	<p>Week to meet with your partner to discuss Skills II session.</p> <p><u>Due:</u> <i>Skills II Video, Transcript, DAP Note, Self-Reflection Evaluation Form (Upload to Canvas).</i></p>
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<p>Week 15 (12/13)</p> <ul style="list-style-type: none"> Termination of counseling Review for Exam II <p><i>**Skills II Session Review in class as time permit. Students have 3-5 minutes of film prepped for class viewing.</i></p> <p>CACREP Section 2.F.5.b.d.f.g.n.h.i., and Section 5</p>	<p><u>Hackney & Bernard:</u></p> <p>Chapter 12</p> <p><u>Due next week:</u></p> <p><i>Proof of Liability Insurance</i></p>	<p><u>Due:</u> <i>Skills II DAP Note, Peer-to-Peer Evaluation Form, Progress Note</i></p> <p>(Upload to Canvas)</p>
<p>Week 16 (12/20)</p> <p>Exam II</p> <ul style="list-style-type: none"> Chapters 7-12, Video, and additional readings 		<p><u>Due:</u> <i>Proof of liability insurance</i> (copy needs to be submitted in class, OR, screen shot, PDF copy, or scanned copy can be uploaded to Canvas)</p>

UNIVERSITY POLICIES AND RESOURCES

Class Learning Resources:

As learners, students often have varying ways that they best process information. Rutgers Office of Information Technology provides SensusAccess, a self-service tool, for processing alternate media options. SensusAccess allows students, faculty, staff and alumni to automatically convert documents into a range of alternate media including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille. The service can also be used to convert inaccessible documents such as image-only PDF files, JPG pictures and Microsoft PowerPoint presentations into more accessible and less tricky formats.

If you prefer your class readings in another format, feel free to convert course documents into a format that best suits your learning preferences. You may access SensusAccess through our Canvas site or at <https://oit.rutgers.edu/accessibility/sensusaccess>

Inclement Weather Policy:

Since class is online, we will continue to meet synchronously unless there is a significant power outage. Should this occur, as soon as possible the professor will post a recorded session or other materials to make up the content. Students will be asked to set up a time with their recording partner outside of class time to make up their session.

Writing:

Assignments are to be written according to the American Psychological Association (APA) 7th edition style. The purpose of writing in this style is to orient students to a professional writing format, to develop familiarity with the written style of professional publications, and to create a consistent and professional style to one's own writing. Cover page, abstract, references, and guidelines for writing in the body of the paper are to be properly formatted. APA style and grammar are factored into course assignment evaluations.

Minimum requirements expected of student papers (consult APA publication manual for more extensive explanations):

- a. Evidence of scholarship.** Whereas intuitive knowledge (opinions, personal experience) is valid and acceptable, papers submitted for grading must show evidence of reading on the subject supported with references from published materials. Such materials must be identified and properly cited using APA format as presented in the *APA Publication Manual*.
- b. Unbiased language.** Use accurate, unbiased language, it denotes respect for diversity. The *Publication Manual* contains specific guidelines regarding this topic.
- c. Presentation of work.** All work must be graduate school quality from a professional counseling perspective. Papers must not contain report covers, tears, folds wrinkles, pages should be stapled together.
- d. Plagiarism.** is a serious academic concern that must be reported, whether intentional or inadvertent.
- e. Writing Assistance.** It helps strengthen your writing if you have a friend or colleague read a draft of your paper. Proofreading is a must before you turn in a paper. It will impact your grade. For additional help, use the Writing Support tab in Modules on Canvas. There are numerous online resources and links to Rutgers Writing Centers.

Submission of Assignments: Except where noted, all assignments are due by the start of the class period indicated. Assignments submitted late are subject to a 20% deduction per day. Requests for extensions are generally granted only in extenuating circumstances and with advance approval. Canvas is the expected submission format unless otherwise noted in the syllabus or by the instructor. Be sure to upload a .doc or .docx document, as the instructor uses Canvas tools to provide feedback. All written work must be prepared according to the *Publication Manual of the American Psychological Association* unless otherwise specified. Please note that if you use a Google document, it does not usually correctly format APA when uploaded to Canvas. It is your responsibility to be sure that the document you upload remains in appropriate APA style to avoid point reductions.

Professional Ethics and Behavior: Students are expected to apply knowledge of ethics and good judgment in all assignments and interactions with classmates. Students are expected to demonstrate deep respect, tolerance, and an open, non-judgmental attitude toward differences in race, ethnicity, gender, sexual orientation, gender identity/gender fluidity and other population differences. Students are expected to work toward greater understanding of themselves and to integrate this ongoing growth into practice. Please see Canvas for the ACA Code of Ethics, the ASCA Code of Ethics, and the [Multicultural & Social Justice Competencies](#). Failure to adhere to these may result in a failing grade and a recommendation for removal from program.

Expectations of Professionalism / Student Rights and Responsibilities:

1. Ask for clarification at any time.
2. All assignments will be turned in through Canvas, unless otherwise specified.
3. Frequently check Canvas and your email.
4. Attend class on time; late arrivals disrupt the learning environment.
5. Have access to all required textbooks and assigned articles.
6. Have access to and utilize the internet.

7. Turn-off cell phones or change setting to vibrate. If you have an occasional on-duty assignment, please inform the instructor before class
8. Be courteous and treat all persons in the classroom with respect; different opinions will be shared/expressed to the extent that not everyone will be in agreement (i.e., cultural, environmental differences).
9. Students have the right to express opinions in a respectful and timely manner.
10. Confrontations will be presented professionally; remember that counselors are advocates for conflict resolution and that growth often occur once one recognizes limiting thoughts and/or behaviors.
11. Students with known physical/mental limitations must contact Disability Services (see details below) and the instructor at the beginning of the semester so that accommodations can be arranged.
12. Personal stressors can interfere with your academic performance and/or negatively impact your daily life. Based on the course content and process, a student may experience heightening of personal issues. CAPS, is a University mental health support service, provides counseling services for students (see details below). CAPS may be accessed through the web at www.rhscaps.rutgers.edu/, by phone at (848) 932-7884 or in person at 17 Senior Street, New Brunswick, NJ 08901

Confidentiality: All personal material shared both verbally and in writing will be treated confidentially by both faculty and students. Students MAY NOT discuss the content of material that emerges in the role-play or in class discussion outside of class. Because of the nature of this class, students may engage in some self-disclosure. You are expected to set appropriate boundaries regarding personal information you share with the class. In this course students will learn to express themselves openly (disclosure) and trust the counseling process, therefore, maintaining confidentiality is required. If you wish to share with others outside of the classroom, you may reveal only your own experience and information, but not information or reactions shared by your classmates. This is an important aspect of shared-responsibility and professional ethics that will help us to maximize our learning experience and process. Each of you is considered to be a developing trainee in the counseling professional.

Rutgers Policies and Services:

Academic Integrity:

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred. See <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/> for detailed specifications.

Attendance:

As per Rutgers policy, students are expected to attend all classes; if you expect to miss one or two classes or a period of time in an online class, you are to use the University absence reporting website - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss

classes for longer than one week, you are to contact a dean of students to verify your circumstances. It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Students are required to provide timely (e.g., prior to the class and assignment and quiz due dates) notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Student Success Statement:

Rutgers is committed to your success and offers free academic services to all students. The Learning Centers provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills. To learn more about how the LCs can help you succeed, visit rlc.rutgers.edu.

Student Wellness Services:

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing challenges to mental or physical health or well-being, you can access helpful information and resources. If you or a friend is experiencing a mental health crisis, you can easily contact CAPS or RUPD on your smartphone or tablet. In a crisis situation, or after hours, contact RUPD at (732) 932-7211 or the Police at 911. The National Suicide Prevention hotline also offers a 24-hour hotline at 800-273-8255.

Violence Prevention & Victim Assistance (VPVA):

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

Counseling, ADAP & Psychiatric Services (CAPS):

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health

services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

Scarlet Listeners:

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. (732) 247-5555 / <http://www.scarletlisteners.com/>

Counselor Self-Evaluation of Session Form

Counselor: _____

Client: _____

Session #: _____

Date of session: _____

Please answer each question below. There is required length to complete this assignment. Write as much as needed to fully answer each question in a detailed manner.

1. Skills to include on this form: Professionalism (punctuality, confidentiality, paperwork, feedback, positive regard for client) and Specific Skills (opening, attending, feeling reflections, open questions, silence, active listening, empathy, probes, immediacy, confrontation, closing)
2. What were your Initial Goals for this session (in terms of skills the counselor will work on):

Evaluation of the session:

3. What went well in this session? Which counseling skills did you use well?
4. What is your clients presenting issue?
5. How did your client react to your statements / reflections?
6. What would you improve on for next week? Which counseling skills do you note as needing improvement?
7. What are your tentative plans for next session?
8. What do you want to discuss from this session in supervision?

Skills I Evaluation Form (Peer-to-Peer)

Counselor Trainee _____ Evaluator _____ Date: _____

RATING SCALE	1	2	3	N/A
	Fully/Often Demonstrated	Demonstrated At Times	Did Not Demonstrate	Not Applicable

CORE SKILLS:

1. NONVERBALS: The counselor’s nonverbal behaviors are natural congruent with those of the client.

1 2 3 N/A

2. OPEN QUESTION: The counselor used open ended questions appropriately.

1 2 3 N/A

3. CLOSED QUESTION: The counselor used closed questions appropriately.

1 2 3 N/A

4. ENCOURAGERS: The counselor uses “mmh” “yes” and so forth to communicate to the client that he/she is listening, without interrupting the client’s train of thought or verbal communication.

1 2 3 N/A

5. PARAPHRASING: Without changing the meaning, the counselor states in fewer words what the client has previously stated.

1 2 3 N/A

6. REFLECTING FEELING: The counselor accurately describes the feelings suggested by the verbal and nonverbal cues presented by the client.

1 2 3 N/A

7. SUMMARIZING: The counselor combines two or more of the client’s thoughts, feelings, and/or behaviors in a general statement.

1 2 3 N/A

8. CONGRUENCE/PRESENCE: The counselor exhibits awareness or self and others, and responds to clients appropriately; is clearly engaged in the counseling process.

1 2 3 N/A

BEHAVIORS TO AVOID:

1. DISAPPROVAL: The counselor refrains from making statements which convey disapproval on one or more of the client’s thoughts, behaviors and/or feelings.

1 2 3 N/A

2. ADVICE-GIVING: The counselor refrains from telling the client what to do & from offering reassurance to the client (i.e., focusing only on the positive).

1 2 3 N/A

COUNSELING PROCESS:

1. OPENING/INITIAL CONTACT: The counselor effectively covers all the necessary opening information, and begins each session smoothly so that the client is at ease.

1 2 3 N/A

2. OBJECTIVITY: The counselor’s responses are sincere and appropriate. Personal agendas, feelings, issues, values are kept out of the counseling session.

1 2 3 N/A

3. STRUCTURE/PROCESS: The counselor structures the on-going counseling sessions so there is continuity within the session & continuity from session to session.

1 2 3 N/A

4. TERMINATION: The counselor ends each session on time and at a point where the client and the counselor are aware of what has been accomplished and what has been left unfinished.

1 2 3 N/A

ADDITIONAL OBSERVATIONS AND COMMENTS: (Additional feedback on new sheet).

1. Areas of Strengths

2. Potential growing areas

Evaluator Signature

Date

Intake Evaluation Form (Peer-to-Peer)

Counselor Trainee _____

Evaluator _____

Date: _____

RATING SCALE	1	2	3	N/A
	Fully/Often Demonstrated	Demonstrated At Times	Did Not Demonstrate	Not Applicable

CORE SKILLS:

1. NONVERBALS: The counselor’s nonverbal behaviors are natural congruent with those of the client.

1 2 3 N/A

2. OPEN QUESTION: The counselor used open ended questions appropriately.

1 2 3 N/A

3. CLOSED QUESTION: The counselor used closed questions appropriately.

1 2 3 N/A

4. ENCOURAGERS: The counselor uses “mmh” “yes” and so forth to communicate to the client that he/she is listening, without interrupting the client’s train of thought or verbal communication.

1 2 3 N/A

5. PARAPHRASING: Without changing the meaning, the counselor states in fewer words what the client has previously stated.

1 2 3 N/A

6. REFLECTING FEELING: The counselor accurately describes the feelings suggested by the verbal and nonverbal cues presented by the client.

1 2 3 N/A

7. SUMMARIZING: The counselor combines two or more of the client’s thoughts, feelings, and/or behaviors in a general statement.

1 2 3 N/A

8. CONGRUENCE/PRESENCE: The counselor exhibits awareness or self and others, and responds to clients appropriately; is clearly engaged in the counseling process.

1 2 3 N/A

BEHAVIORS TO AVOID:

1. **DISAPPROVAL:** The counselor refrains from making statements which convey disapproval on one or more of the client’s thoughts, behaviors and/or feelings.

1 2 3 N/A

2. **ADVICE-GIVING:** The counselor refrains from telling the client what to do & from offering reassurance to the client (i.e., focusing only on the positive).

1 2 3 N/A 5 N/A

COUNSELING PROCESS:

1. **OPENING/INITIAL CONTACT:** The counselor effectively covers all the necessary opening information and begins the session smoothly so that the client is at ease.

1 2 3 N/A

2. **INTAKE PROCESS:** The counselor appropriately explained the intake process to the client.

1 2 3 N/A

3. **INTERVIEWING SKILLS:** The counselor gained relevant information in the intake process.

1 2 3 N/A

4. **OBJECTIVITY:** The counselor’s responses are sincere and appropriate. Personal agendas, feelings, issues, values are kept out of the counseling session.

1 2 3 N/A

5. **STRUCTURE/PROCESS:** The counselor structures the on-going counseling sessions so there is continuity within the session & continuity from session to session.

1 2 3 4 N/A

6. **TERMINATION:** The counselor ended the session on time and at a point where the client and the counselor are aware of what has been accomplished and what has been left unfinished.

1 2 3 N/A

ADDITIONAL OBSERVATIONS AND COMMENTS:

1. Areas of Strengths

2. Potential growing areas

Evaluator Signature

Date

Skills II Evaluation Form (Peer-to-Peer)

Counselor Trainee _____ Evaluator _____ Date: _____

RATING SCALE	1	2	3	N/A
	Fully/Often Demonstrated	Demonstrated At Times	Did Not Demonstrate	Not Applicable

SUMMARY OF ESSENTIAL SKILL SET:

1. ETHICS: The counselor uses ethical & culturally relevant strategies to facilitate counseling relationship.

1 2 3 N/A

2. PROFESSIONALISM: The counselor displays professional dispositions/characteristics.

1 2 3 N/A

3. CONCEPTUALIZATION: The counselor demonstrates skill in case conceptualization.

1 2 3 N/A

4. TREATMENT PLAN: The counselor demonstrates skill in development of relevant treatment/intervention plans.

1 2 3 N/A

5. INTERVIEWING: The counselor demonstrates essential interviewing skills during intake.

1 2 3 N/A

6. GOAL SETTING: The counselor demonstrates skill in client goal setting and developing measurable client outcomes.

1 2 3 N/A

7. CRISIS: When necessary, the counselor was able to implement crisis intervention and prevention strategies.

1 2 3 N/A

8. COUNSELING SKILLS: The counselor demonstrates core counseling skills as rated by items on each individual skill below.

1 2 3 N/A

CORE SKILLS:

1. NONVERBALS: The counselor’s nonverbal behaviors are natural congruent with those of the client.

1 2 3 N/A

2. OPEN QUESTION: The counselor used open-ended questions appropriately.

1 2 3 N/A

3. CLOSED QUESTION: The counselor used closed questions appropriately.

1 2 3 N/A

4. ENCOURAGERS: The counselor uses “mmh” “yes” and so forth to communicate to the client that he/she is listening, without interrupting the client’s train of thought or verbal communication.

1 2 3 N/A

5. PARAPHRASING: Without changing the meaning, the counselor states in fewer words what the client has previously stated.

1 2 3 N/A

6. REFLECTING FEELING: The counselor accurately describes the feelings suggested by the verbal and nonverbal cues presented by the client.

1 2 3 N/A

7. SUMMARIZING: The counselor combines two or more of the client’s thoughts, feelings, and/or behaviors in a general statement.

1 2 3 N/A

8. CONGRUENCE/PRESENCE: The counselor exhibits awareness of self and others, and responds to clients appropriately; is clearly engaged in the counseling process.

1 2 3 N/A

ADVANCED SKILLS

EMPATHY: The counselor’s responses convey to the client that the counselor understands the client’s concerns through total empathic statements.

1 2 3 N/A

INTERPRETATION: The counselor shares possible explanation of or association among various client behaviors.

1 2 3 N/A

CONFRONTATION: The counselor confronts the client by describing accurately the discrepancies or distortions, which seem to exist in the client’s messages and/or in his/her perceptions of him/herself or situation.

1 2 3 N/A

SILENCE: The counselor does not speak when appropriate in facilitating client movement.

1 2 3 N/A

REFLECTION OF VALUES: The counselor is able to elicit what values are important to the client.

1 2 3 N/A

GOAL SETTING: The counselor was able to collaboratively assist client in setting goals.

1 2 3 N/A

OTHER ADVANCED SKILLS: The counselor is able to use disclosure, immediacy, directives, logical consequences, and information giving when appropriate and necessary.

1 2 3 N/A

BEHAVIORS TO AVOID:

1. DISAPPROVAL: The counselor refrains from making statements which convey disapproval on one or more of the client’s thoughts, behaviors and/or feelings.

1 2 3 N/A

2. ADVICE-GIVING: The counselor refrains from telling the client what to do & from offering reassurance to the client (i.e., focusing only on the positive).

1 2 3 N/A

COUNSELING PROCESS:

1. OPENING/INITIAL CONTACT: The counselor effectively covers all the necessary opening information and begins the session smoothly so that the client is at ease.

1 2 3 N/A

2. OBJECTIVITY: The counselor’s responses are sincere and appropriate. Personal agendas, feelings, issues, values are kept out of the counseling session.

1 2 3 N/A

3. STRUCTURE/PROCESS: The counselor structures the on-going counseling sessions so there is continuity within the session & continuity from session to session.

1 2 3 N/A

5. TERMINATION: The counselor ended the session on time and at a point where the client and the counselor are aware of what has been accomplished and what has been left unfinished.

1 2 3 N/A

ADDITIONAL OBSERVATIONS AND COMMENTS: (please use back of sheet or another sheet for additional narrative feedback).

1. Areas of Strengths

2. Potential growing areas

Evaluator Signature

Date

Revised 7/17 -cdc

Example of an Intake Report

Resource link: <http://www.notedesigner.com/guidelinesintake.html>

INTAKE NOTE

Name: John Smithish	Date of Intake Session(s): April 12,18 1997
Date of Birth: May 15, 1953	Date of Report: April 19, 1997
Marital Status: Married 7 y.	Living Arrangement: lives with spouse & son
Occupation: Teacher	Home Address: 222 Shamrock Cres. Ottawa, ON, S1J5k5
Tel. Number(s): 555-555-2121	OK to leave a message: Yes
Emergency Contact and Number: Jane Smithish (wife) 555-777-5544	
Referral Source: Dr. Granger (GP)	

Presenting Difficulties:

The client appeared on time for both assessment appointments but reported that he had been very rushed getting to my office. He was polite and appropriate in his interactions with me. He did come across as somewhat anxious and uncomfortable speaking candidly at first and shared with me his nervousness about doing so. By the second assessment session he did appear somewhat more relaxed and was able to engage more readily. A good preliminary rapport was established.

The client reports feeling very anxious and irritable much of the time and would like to gain a better understanding of this and “other things” that he has been dealing with throughout his life. It seemed apparent that the client had much more he wanted to say about these “other things” but that he was not yet comfortable doing so. In particular, he expressed a wish to understand and deal with his issues better so as to better address marital problems he has been having. Specifically, he reports feeling a tremendous amount of, what he referred to as “irrational and crazy jealousy”. He explained that his wife has encouraged him to seek help for many years and that she has threatened to leave the marriage on different occasions if he does not change. Though a significant part of his motivation for seeking treatment at this time appears to be related to his marital difficulties, he also expressed a wish to understand himself and what prevents him from being happy and content in his life in general. In particular, he told me that he is worried that his irritability may affect not only his relationship with his wife and family but with his relationships at work and with friends. He explained that he feels he has been holding in a lot of anger, and that he is afraid he will explode one day if he doesn’t take care of it.

History of the Presenting Difficulties:

The client explained that though he has always felt like an anxious person, his anxiety has increased profoundly since marrying his wife 7 years ago. He recalled that everything was

Intake Note Example cont...(1)

“going smoothly” between them until the first month after marriage. It was then that he began to experience extreme jealousy regarding other men that his wife paid attention to (in particular, her colleagues at work) and convinced himself that she was going to have an affair and leave him. As he spoke, he communicated an understanding that his suspicions and worries are unfounded, but that despite his attempts at reassuring himself he explained that he remains “paranoid” about his wife’s behavior. He had hoped that having children would ease his worries, but found that his anxieties, irritability, and jealousy became somewhat worse when his son was born (5 years ago). He described also feeling increasingly left out and distant from his wife after the birth as she was preoccupied with the baby and seemed less interested in him.

Significant Life History and Background Information:

The client is the only child born to immigrant parents from Eastern Europe. He was brought up in a middle-class environment and explained that his parents worked very hard so that he could attend the best private schools in the city. His father worked in construction for several years and then returned to school and became a teacher; the client explained that he wanted to “follow in his footsteps” and so pursued a career in teaching as well. During the interview, he described his father in very positive terms as humble, strong, and intelligent, though somewhat remote and distant from his feelings. He explained that although he had a good relationship with him, he had hoped they could have been “closer”.

In contrast to his feelings about his father, he reported having a very difficult relationship with his mother who he described as intrusive, suspicious, critical of others and being a huge “worry wart”. He felt that she was overprotective and is worried that this has had an impact on him and how he feels about himself and life in general. He further explained that both his parents grew up during the war and that he knows they each went through some very negative experiences but that these remain secrets in the family.

Towards the end of the second assessment session, the client explained that his own parent’s marriage had had some difficulties. He explained that they would often fight and that this mother would throw things at his father. The client wasn’t certain, but expressed that he thought he once overheard his mother accusing his father of having an affair. He recalled that this worried him terribly and that he himself became convinced that his father was actually in love with a colleague (one of the client’s own teachers in elementary school). To this day, the client remains uncertain about his father’s fidelity to his mother.

Also, towards the end of the second session, the client explained that his father is currently undergoing some medical and neurological tests to determine if recent changes in his behavior (e.g., forgetfulness, outbursts of anger, withdrawal) are related to the beginning of dementia. He is very worried about his father and what this will mean for himself and his mother. The client described himself as being a rather unhappy child, something he attributes to having spent much of his time studying at home and not engaging enough with other children. He recalled his sadness hearing other children playing outside in the street while he was being made to go to bed while it was still light out in the summer time. He explained that he felt left

Intake Note Example cont...(2)

out most of the time and derived most of his pleasure through gaining the approval and praise of his teachers in school. Despite his unhappy childhood, the client explained that he eventually became engaged in art work (drawing and cartooning) and that this gave him some joy and a chance to engage with other children who admired his talents. The client remarked that, in general, he has difficulty remembering his childhood experiences.

The client explained that during his adolescence (14-15 years) he recalls having gone through a period of depression and withdrawal that he has never understood. He remembered wanting to stay in his bed all day and not having the energy to go to school. He was too ashamed to tell anyone how sad he had felt. He explained believing that if his mother had known she would have “freaked out” and become hysterical, so he tried to keep his feelings to himself. He is not sure how he overcame this period, but remembered feeling very relieved when it was over. He described his college years as a very positive time in his life and that this corresponds with leaving home and making some very dear friendships. He found leaving his parents' house liberating. He reported experimenting with drugs and alcohol for the first-time during college. One very bad experience while taking a strong drug (he did not know what it was) scared him and he swore off doing drugs ever again. As based on his experience (that included some visual hallucinations and distortions in his sense of time, color perception and sense of self) he wonders whether the drug may have been LSD.

The client met his wife 9 years ago having been introduced by a mutual friend. He explained that at first, he was not really attracted to her physically but connected with her on an intellectual level. He recalled being drawn to her kindness and the way in which she attended to him. She works as a nurse and he jokingly commented that perhaps he wanted someone to take care of him. He explained that he felt very secure with her up until after they married. In describing their sexual life, though hesitant to speak about this at first, he eventually explained that he struggles with intrusive fantasies about his wife being in bed with other men and that he finds this strangely arousing and upsetting at the same time.

With respect to his work life, the client describes taking great satisfaction in his job. He explained that he has won a number of teaching awards and that he seems to be highly regarded among his colleagues. He tends to feel very pressured to excel and explained that he does not allow himself make mistakes. He often feels riddled with guilt when he knows he has not done his best and will ruminate about this after a class, sometimes interfering with his ability to work. At times, he explained, he also worries that his colleagues secretly dislike him and that they may do things to “trip him up” or make him look bad in the eyes of their superiors. This leads him to withdraw from others and not share too much about himself at work.

He has not seen a therapist in the past, but has consulted with a medical practitioner for anti-depressant medication that he used during a period of depression and lethargy a few years ago. He and his wife also attended some couple counselling sessions during periods of crisis in the marriage. He reported that he did not find the couple’s therapy very useful as he felt the therapist was taking the side of his wife.

Intake Note Example cont...(2)

Significant Medical History:

The client explained that his physical health is “ok”. He suggested that there may be some issues in this area that he did not feel comfortable discussing as of yet. I did not pursue this further.

Clinical Observations and Impressions:

The Client is a high functioning professional man who experiences anxiety, irritability, and mild obsessional traits (e.g., strong internal demands for efficiency, perfection, intellectualization, self-criticism, guilt) that appear to limit his enjoyment of work and family life. The client also experiences intense feelings of jealousy and is very insecure regarding his wife’s fidelity. He does have insight into the exaggerated nature of his suspiciousness and that his jealousy is unfounded in fact. There was some suggestion that the client struggles with a more general difficulty trusting others (for example, in the work place). This was also evident during the assessment process itself in that the client was apprehensive about disclosing certain details regarding his life to the therapist. The client appears to be struggling with chronic difficulties with mood and his affective life, having experienced sadness and anxiety throughout much of his childhood and adolescence. Potential underlying core conflicts appear related to issues of trust, anxieties surrounding success, and inhibitions and anxiety surrounding aggression and aggressive urges. The client appears to have a strong need for self-sufficiency and may be uncomfortable depending on others (including the therapist) for assistance. (Note that client demonstrated some difficulty with self-disclosure during our interviews, was able to indicate that there are issues that he would like to keep private until he feels more comfortable). The client's estimated global assessment of functioning indicates a mild level of difficulty with some problems in relationships, work, or school functioning. The client is nonetheless functioning well and has some significant relationships.

Diagnostic Impressions:

The client’s clinical presentation suggests a dysthymic condition with chronic anxiety. Perfectionistic tendencies and some obsessional qualities also appear evident. The client also struggles with suspiciousness regarding others that appear to be interfering with his marital and work relations (he does not, however, meet the criteria for paranoid personality disorder). The client demonstrates insight regarding the exaggerated nature of his suspiciousness of others. A good observing capacity was evident and the client was readily able to engage in a preliminary exploration of the nature of his difficulties. He expressed curiosity about impact of his childhood experiences in response to some trial interpretations drawing potential links between his past and present struggles.

There was no evidence of serious psychopathology or substance abuse difficulties.

Intake Note Example cont...(3)*Preliminary Clinical Formulation (psychodynamic formulation):*

The client appears to be struggling with intense jealousy, anxiety, and underlying anger that is possibly related to an identification with his mother's distress that he experienced throughout his childhood (which included her own jealousy and suspicions regarding his father's fidelity). Indeed, he expressed feeling linked to his mother in a "special way" and that he was somehow responsible to take care of her. His experience of his father's emotional detachment and distance from him has also likely contributed to his feelings of worry about the potential loss of love from a much-needed figure. That his father is presently in ill health may be stimulating further his sense of insecurity. The experience of being an only child who often felt left out while others were "having fun" also seems to have contributed to his anxiety about having a secure place with others and possibly with his wife. That his jealousy and worry regarding his wife's fidelity increased after the birth of their child may in some ways relate to a revival of his own childhood jealousies and anxieties with his own parents (worries stimulated by the presence of a relational triangle; mother-father-baby).

There is some suggestion that the client experiences anxiety regarding his underlying aggressive wishes and feelings that he fears will be destructive and come into conflict with his intense wish for approval and acceptance. The client is aware that he has likely been repressing his anger and that this may be contributing to his irritability and feeling that he could "explode". His perfectionism and need to be pleasing to others also appear to come into conflict with his needs for assertion and expression of anger.

The client's suspiciousness regarding others (his wife as well as his colleagues) is another important feature of his character that appears to reflect a more general sense of insecurity regarding basic trust in relationships. This may impact how the client will experience the therapeutic relationship and setting and will be an important avenue for further exploration.

Patricia C., Ph. D.
Clinical Psychologist

Progress (DAP) Note (EXAMPLE)

Client: #14

Date: 11/17/2020

Duration of Session: 50 minutes

Session #: 2

Type of Session: Individual

Data: The counselor met with the client for a second individual counseling session. We discussed why he is currently seeking counseling. The client expressed that he and his girlfriend recently broke up. He reported that he has not spoken to any of his family or friends regarding the breakup because he believes they will not understand how he feels and judge him. In addition, the client expressed that he could not speak to his parents regarding the breakup because they did not completely approve of him dating in the first place, as education should be his first priority. The client reported that he spends much of his time studying to distract himself from thinking about the breakup. According to the client, his schoolwork is what he looks forward to now. The client places great pressure on himself to succeed in school because he does not want to look like an “idiot” for not succeeding and failing out of school. He is a competitive individual who wants to be the best at everything he does. He does not socialize with others much. The client reported that when he is among a group of people, he withdraws. His roommate suggested that he sought counseling.

Assessment: The client appears to be mildly depressed as evidenced by the lack of motivation to socialize with others. His recent breakup has greatly affected his well being, and the breakup was a significant loss for the client. However, he does not appear to be in danger of harming himself or others. The client is determined to do well in school and is close with both of his parents. At the end of this session, the client stated that he found our conversation to be insightful.

Plan: The counselor will continue to meet with the client on a weekly basis. Counseling sessions will focus on expressing his feelings. The client will move towards opening up with his family and friends. In addition, the client will work on engaging in social activities. Due to the Thanksgiving holiday, we will not meet next week. The client’s next session is scheduled for 12/1/2015 at 1:00 p.m.

 Counselor Signature & Date

 Doctoral Supervisor Signature & Date

 Faculty Supervisor Signature & Date

Addendum:

Roleplay Persona Preparation

INSTRUCTIONS: Each student will create two client personas for use in the recorded roleplay. One persona will be used for the first two (practice and skills I) roleplay sessions and the second persona will be used for the last two (intake and skills II) role-played sessions. The persona being role-played should not represent the student involved in the roleplay; to be clear, you are not to roleplay yourself. Yet, given that it would be helpful for the student to easily identify with the client in the persona and thus, it might be helpful to create a persona based on attributes of friends and/or acquaintances.

Students must write a one- to two-page narrative for each persona. Persona client issues are NOT to be overly complex or complicated. You may not include topics of suicide, substance abuse, or a concern/issue with which you are not proficient. Some possible client persona issues could include interpersonal difficulties (e.g., fights with family, fights with roommates, relationship concerns or breakups) or adjustment challenges (e.g., attending a new school, transitioning into/out of the workplace, new phase of life).

The following exercise may be useful as you develop a believable client persona. Follow the prompts below and then develop a written persona in paragraph form.

Write a brief paragraph describing the client's background.

Example:

- **Age:** 18
- **Sex and/or gender:** Female
- **Sexual orientation:** Heterosexual
- **Race/ethnicity:** White
- **Socioeconomic status:** Upper middle class
- **Level of completed education:** High school, first year college student
- **Family orientation (who the client identifies as family):** Mother/Father: Intact marriage, one younger sibling
- **Partner status:** Single
- **Geographic region (urban, rural):** Suburb
- **Any existing disabling conditions or health status:** None

- **Employment or profession:** Student

Write a brief paragraph defining the client's key concerns (NO MORE THAN 3 ISSUES) and reason for seeking counseling.

Example: Client has just started at Rutgers and is experiencing social anxiety, financial concerns, and a lack of career direction.

List 4 key thoughts client will convey about his/her situation

Example:

- I don't want a boyfriend.
- I think I should work on my female friendships.
- I think joining a sorority will help me make friends with other girls though I will likely screw up rush because girls don't like me.
- I may not be able to stay at Rutgers because of my father's job situation and sorority is an added financial burden.

List 4 key feelings client will express

Example:

- I feel sad and worried that my roommate doesn't like me because I'm rushing a sorority.
- I may fall apart if I don't get the sorority I want or worse, any sorority at all.
- I will feel ashamed if I disappoint my mother.
- I am scared I won't be able to come back for spring semester.

List two key behaviors of client

Example:

- I'm spending a lot of time alone because I fear being rejected by others.
- I am close to tears all the time.

Describe the thoughts and feelings of two key others (family, friends, co-workers) regarding the client's situation.

Example:

- Sara's roommate thinks it's stupid that she's contemplating a sorority, both because she's anti-Greek but also because of the additional financial burden. Why join something you can't afford?
- Sara's mother wishes Sara would relax and enjoy college. She and her husband can tap into other resources at their disposal so that Sara can stay in college, at least for this academic year and likely for longer.

Describe cultural factors that may impact on the client views and reactions to their situation.

Example:

- Sara came from a family background where money was never an issue and now has little to no sense of what her father's job loss might mean in terms of her learning to live on a budget that could restrict her life choices including friends, possibly needing to secure a part time job for the first time in her life, and so forth.

Persona Description (EXAMPLE)

Sara is a white, heterosexual, 18-year-old female. She grew up in an affluent suburb, but her family is currently struggling financially as her father recently lost his job. She just started at PSU and she is not sure what her major will be, though she knows she likes history. Sara is in good physical condition and played for her high school soccer team and on a travel team for four years.

Sara is experiencing a considerable amount of social anxiety. Sara has always had a boyfriend (two long-term relationships in high school), but isn't currently in a relationship. Though she has always been friendly with other girls and had an active social life in high school, she was always closest to the boy she was dating. Sara is clear that she is not currently interested in dating again for a while, mostly because she thinks it's important to try to establish friendships with other girls.

Sara's mother was in a sorority and loved it. Sara has decided that she too wants to be in a sorority. She is though very apprehensive about rush, given that she has not had very many close female friends. Sara's roommate (whom she just met at Rutgers) is very anti-Greek. Sara

feels sad and worried about not getting along with her roommate and wonders whether she'll ever have a "best friend." She wonders how she'll cope if she doesn't get selected for a sorority she really likes and she is particularly worried that her mother might be disappointed if she doesn't get into a "good" sorority.

Sara is also worried about her family. In particular, she's worried about their financial situation and whether she can stay at Rutgers. Though her parents have been reassuring about their ability to pay for her to college, she's concerned about whether they're trying to protect her from the truth. Sara is concerned about whether a sorority will further burden them financially and though she knows it's not her dad's fault that he was laid off, she is angry that she might not have enough money to be a part of the social scene. She also feels guilty about being at Rutgers because she isn't sure what she wants to do with her life. She's considered getting a part-time job, but is somewhat apprehensive about doing that her first semester in school. Her parents are adamant that they do not want her to get a job. Sara is finding it difficult to sleep and/or concentrate on her homework. She states that she is close to tears all the time and as a result, she is spending more and more time alone in her room.

Guidelines for Written Transcripts

Please make your transcripts typed.

Client/counselor column: The counselor's response must be verbatim. However, the client's response can be a summary of the key comments, rather than verbatim. At times, the counselor response will be nonverbal (nod of your head) or the use of silence. This should be noted in the counselor response column.

Type of response column: is where you would label the response that you used (e.g., open question, paraphrase, attending).

Alternate response column: Write a potential alternative response that you could have used in place of your initial counselor responses. This is consistent with the philosophy that there can be more than one counseling response to any given client statement and is required for all responses.

Process column: Comments can be made on:

- productiveness/strengths of your verbal responses
- unproductiveness/limitations of your verbal responses
- nonverbal communications
- impact of the response on the counseling process.

Client/Counselor	Type of Counselor Response	Alternative Response	Process

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Revised 8/16-

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Skills II Transcript: 5 Minutes in Need of Development ≈ 35:00 – 40:40

Student: Katrina Z

Speaker	Response	Type of Counselor Response	Alternative Response	Process
Client	I don't release my anger at work...just when I'm alone. I feel bad saying this, but I feel like the anger takes over my life.			
Counselor	I understand...I understand, and that's OK and I'm glad you're aware of that. I'm glad that you are able to control it. It's not affecting your work, which is very important, because if it were, we'd have a huge issue on our hands! (<i>Client and counselor chuckle</i>). That's great, and although you say it happens alone, you mention that it has—at least the internalization of this anger throughout the day—affected your relationship with your ex.	Directive Reframing Motivational interviewing Positive regard	In what ways do you feel like the anger takes over your life?	I was trying to reframe the situation in a positive way. She mentioned previously that she has a hard time controlling her anger; however, she tells me here that she can refrain from reacting to it at work. This is a great first step, and I wanted to make her aware of that.
Client	Yeah. I would get mad in his presence, but not in public. I feel bad. I don't expect him to sit around and wait for me to get better. That's something I			

	have to do, not something he could really contribute to. I just think the anger is coming from such a significant source that I need to deal with that source before moving on.			
Counselor	Yeah, and that source being your mother.	Clarification	Do you feel that your relationship with your ex might have lasted if not for your anger?	I just wanted to make sure we were on the same page.
Client	Yeah.			
Counselor	Have you ever—do you ever yell at your mom?	Open question	Have you ever confronted your mother about	This question was in reference to the “yelling and
			this?	swearing” the client does when she gets angry (information that was obtained during her intake session). I wanted to know if she had ever released this anger in her mother’s presence.

Client	I did growing up all the time.			
Counselor	How did that play out?	Open question	Can you walk me through a typical altercation?	
Client	So bad...every time...so bad. Like Dr. Phil bad.			
Counselor	(<i>Chuckles</i>). Oh boy.		Do you remember any specific times that this happened?	
Client	She's so thick that it's hard to get through to her and she would never understand what I was saying. Nothing was ever what she wanted from me. Even in junior high, she made excuses about not going to my soccer games, when all the other parents were there. It was embarrassing, and I think a lot of my anger stems from that. I still resent her for it. I'd try and talk to her about it and she never had a good enough answer.			
Counselor	So you felt like you weren't a priority.	Interpretation Reflection of feeling		I put a general label to her aforementioned feelings.
Client	Y eah.			

Counselor	That’s very hard to deal with as a child, as a teen, and as an adult. I can’t imagine how that must have felt. You said you mainly lived with your dad—	Empathy	I’m very sorry to hear that. Have you ever spoken with her about these feelings?	
Client	Mhm.			
Counselor	So, how often would you see	Closed	How did you	
	your mom when you were a kid?	question	cope with these feelings as a child?	
Client	(<i>Thinks</i>).	-	-	-
Counselor	Would it be like a weekend thing or—?	Clarification Closed question	(<i>Silence</i>).	I should have just let the client take her time to answer.
Client	Yeah, on a weekend basis. I went to school in Guilford so during the week I stayed at my dad’s.	-	-	-
Counselor	Yeah. And when you guys were together—I know you said she wouldn’t go to your soccer games or anything—but when you were together, was she neglectful when you were actually present with her?	Open question	What did a typical weekend with your mom look like?	I was having trouble formulating my question. I wanted to know how much attention her mother gave her when they were together.
Client	What do you mean?			
Counselor	So she would only see you like a couple times a week it sounds like—a Saturday-Sunday type thing—and when you were with her, was she actually there with you or was she	Clarification Open question	Did you and your mom spend quality time together? Or simply:	This response is all over the place. I should have taken some time to more carefully gather my thoughts.

	always doing other things? How did you feel when you were with her?		How did you feel when you were with her?	
Client	Well a lot of times obviously we were arguing.			
Counselor	OK, so there was still a lot of anger even back then.	Paraphrase		
Client	Yeah. If I went to her house on Friday night, I'd still be mad at her from Wednesday when she didn't show up to my game. I'd confront her about it Friday night and it would just...implode.			
Counselor	OK, so it sounds like it was just (<i>thinks</i>)...I can't even put a word on it. Tumultuous. You keep using that word and that's definitely how it sounds.	Reflection of feeling Empathy	Implode?	I was demonstrating empathy, although it doesn't come off that way in writing.
Client	Yeah, and I would tell her, "If you want to stop arguing, just			
	come to my games."			
Counselor	What would she say to that?		Open question	
Client	She'd always have an excuse as to why she couldn't do it.			
Counselor	And that was really hurtful for you.		Reflection of feeling	
Client	Yeah! Like, why do you have to go skiing <i>that</i> day?			

Skills II Transcript: Successful 5 Minutes 21:36 – 26:44

Student: Katrina Z

Speaker	Response	Type of Counselor Response	Alternative Response	Process
Counselor	...You seem to be happy being single and spending time with friends.	Interpretation Positive regard Reflection of feeling		
Client	Yeah. I think I'm more OK with it than some of my friends might be, just because I think you need to be comfortable with yourself before you can be comfortable in a relationship. Everybody has those aspects about themselves that they'd like to change. I know I can and am confident in my ability to do so, but why I'm here today is because I don't know how to go about it. I would like to have a more positive outlook on life, and once I reconcile with my parents, I'll be good to go.			
Counselor	So, it sounds like what you'd like to work on in here and in life in general is being more positive and then working on your relationship with your parents.	Immediacy Paraphrase	So, it sounds like once you mend your relationship with your mom, you'll be able to approach life more positively. Do you think so?	I was reiterating/clarifying her thoughts on what she'd like to focus on in therapy.

Client	Mhm.			
Counselor	<p>Those things are pretty situational in nature, and that's actually a good thing, because it means that we can change how we view situations and how we approach problem solving and our interpersonal relationships.</p>	<p>Directive Information giving Reframing</p>	<p>Trying to change your mother as a person would be very difficult. You, can, however, learn to change your reactions to her. You can make her aware of her hurtful behaviors in a healthy way, and I think this will give you a greater sense of satisfaction and control. Together, we can come up with some productive ways to approach these situations. Do you think that would be helpful?</p>	<p>I created an opportunistic outlook for the treatment process.</p>
Client	Mhm.			
Counselor	<p>I have some ideas for how we can go about this treatment process, but there are skills you can learn to help better navigate those relationships and get over those humps that life throws at us inevitably. So, I think it's great that you know what you want and know what you feel like you need to change about yourself. It sounds like you know yourself really well, and that's already starting off on a great foot. It's a great skill to have. You seem pretty introspective, which is great because we're going to be</p>	<p>Positive regard Reframing Information giving Directive Immediacy</p>		<p>I continued to approach the treatment process with positivity and opportunity. I reframed her concerns from the standpoint that she's doing better than she gives herself credit for.</p>

	<p>doing a lot of that in here. So, yeah. I think you're in a really great place and I think that once we start working on your relationship with your parents and get you feeling better about how to manage the stress that comes along with that and prevent that stress eventually, I think that you're just going to thrive.</p>			
Client	<p>Yeah, I think so too. I've seen a</p>			
	<p>lot of people I know who have a lot of issues with their parents, and once they learn how to cope, it's made their relationship with their parents just that much easier. I think that once I get over this initial hump with my parents, I'll be able to know how to deal with future issues in a better way. I need to learn how to do that, but it's so hard because I'm so mad.</p>			
Counselor	<p>Yeah. Let's talk about that anger. That's been kind of a consistent theme in here so far.</p>	Immediacy	<p>In what ways do you feel like your anger has hindered your progress with your parents?</p>	<p>I decided it was time to focus more intensively on her anger management issues.</p>

Client	Yeah, and it's hard because the anger builds on itself, and I feel like of all the basic emotions there are, anger is the most difficult because it's so toxic. I don't even know why I let myself get like that. Have you ever been so mad where you consciously know that you shouldn't be doing this but you just don't care because you're so mad? That's how I get.			
Counselor	You just get caught up in it—	Interpretation	I know how you feel. I think everyone feels that way at some point in his/her life. How do you eventually calm yourself down?	The client's swift response to this statement showed that she appreciated my interpretation of her sentiments.
Client	Exactly.			
Counselor	Like a vicious cycle where you get madder and madder.	Interpretation	Would you be open to learning some coping skills to help you manage your anger?	Here, I painted a picture of my interpretation.
Client	Yeah, like I would argue with my boyfriend and he would wonder why I was so mad, and I didn't know and it didn't matter.			

Consent Form for Rutgers Students: Introduction to Counseling and Interviewing Skills

As part of this class, you are required to be record sessions both as a roleplay client and a counselor. Through this roleplay experience, students learn more about themselves, their role as a counselor, and what it feels like to be a client. We believe that this is an important part of your personal growth. Roleplay sessions will be viewed by peers, supervisors, class professor, and occasionally by another department faculty member as warranted. It is mandated that all information gathered through this process is strictly CONFIDENTIAL and CANNOT be shared even among your peers in the program who are not a member of our class.

Learning to do counseling is a personal journey, which includes introspection that brings about increased self-awareness. Sometimes through this journey, you may find that personal issues interfere with your graduate study or ability to counsel clients. It is the professional responsibility of your instructor, faculty members, and fellow students to indicate to you that they believe your personal issues are interfering.

I understand and agree to these conditions.

Print Name

Signature

Date

****Reminder, return this signed form to instructor. Make a copy to keep for your records. Submit the original signed form to instructor, keep the copy for yourself.****