

**The University of Texas at El Paso**  
College of Education  
Department of Educational Psychology and Special Services

**Course Syllabus**

Techniques of Counseling: EDPC 5339  
Semester: Fall 2019

**Instructor:** Anjanette Todd, Ph.D.

Office: ED # 705

Office hours: Tues: 1:30pm-3:30pm & Thursday: 1:30pm-3:30pm

*\*By appointment*

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**Instructor:** Sang Min Shin, PhD, LPC, NCC, Registered Play Therapist

Office: ED #706

Office hours: Tues: 1:30pm-3:30pm & Thursday: 1:30pm-3:30pm

*\*By appointment*

Phone: (915) 747- 7643

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Course time/date: **Thursdays (5:00pm-9:50pm)**

Location: Education Bldg. **#108**

Prerequisites: EDPC 5341 and successful completion of 12 hours in the program or instructor approval

**Course description:**

The focus of this class is on the development and effective use of skills and techniques basic to the process of individual counseling as derived from the major theories of counseling.

**Required Text and Reading Materials:**

Ivey, A.E., Ivey, M.B. and Zalaquett, C.P. (2017). *Intentional Interviewing and Counseling 9<sup>th</sup> Edition (Paperback)*. Belmont, CA: Brooks/Cole Publishing Co. **ISBN10:** 1305865782  
**ISBN13:** 9781305865785. **(Required)**

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

**Recommended Reading Materials:**

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). *Clinical Interviewing 5<sup>th</sup> Edition (Paperback)*. Hoboken, NJ: John Wiley & Sons. **ISBN10:** 978-1-118-27004-2.  
**(Recommended)**

**(NOTE: The course requires extensive use of Blackboard and digital recording technology and the electronic transfer of digital recordings.)**

**COURSE OBJECTIVES/STUDENT COMPETENCIES:**

Goals/Objectives	CACREP 2016 Standards	TeXeS School Counselor	Learning Activities	Outcome Measures
<b>GOAL A: Understand and practice the basic foundations of a culturally sensitive developmental approach to counseling that emphasizes optimum client development, client strengths, client empowerment, client resilience, and an orientation to wellness and prevention as desired counseling goals (CACREP STANDARDS 2.F.2.c, 2.F.3.i, and 2.F.5.a).</b>				
<b>Objective A-1</b> Understand the philosophy and concepts of a holistic approach to wellness, positive psychology, and the assessment of client strengths as relevant models to assist clients to overcome problems and prevent future problems as supported by current research. (CACREP STANDARDS 2.F.3.i, and 2.F.5.a)	<b>2.F.3.i</b> <b>2.F.5.a</b>		Readings, lecture, and discussion (classroom and/or online environments) of the principles and practices of a holistic wellness philosophy, the tenets of a positive psychology approach and their impact on helping clients.	Achieve a passing grade on the <b>Final Examination.</b>
<b>Objective A-2</b> Understand the importance of and strategies for integrating multicultural competencies (i.e. awareness, knowledge, and skills) in an intentional manner in the counseling process. (CACREP STANDARDS 2.F.2.c)	<b>2.F.2.c</b>		Readings, lecture and discussion (classroom and/or online environments) concerning the impact of their own personal experiences, clients' cultural and contextual factors, and other diversity issues in the selection and utilization of counseling tools, techniques, and strategies.	Achieve a passing grade on the <b>Final Examination.</b>
<b>Objective A-3</b> Demonstrate the ability to apply multicultural competencies and the recognition of client's strengths and resiliencies in an intentional manner in role play	<b>2.F.2.c</b> <b>2.F.3.i</b> <b>2.F.5.a</b>	<b>II.3</b> <b>III.3</b> <b>V.5</b>	<b>a)</b> Classroom demonstrations; <b>b)</b> Classroom role-play counseling sessions with feedback; and <b>c)</b> Recorded external role play sessions with volunteer clients.	<b>a) and b)</b> Satisfactory ratings by observers (client, peers, and/or instructor) on skills rating sheets; <b>and c)</b> Achieve satisfactory rating by the instructor on the <b>Counseling</b>

counseling sessions. (CACREP STANDARDS 2.F.2.c, 2.F.3.i, and 2.F.5.a)				<b>Interview Scoring Rubric on: i) Dimension 6 -</b> Attention to Client Special Needs or Diversity Issues and, <b>ii) Dimension 9 -</b> Identification of Client Strengths and Resilience.
<b>GOAL B:</b> Understand and demonstrate culturally sensitive counselor characteristics and behaviors that positively influence the helping relationship and the helping process. (CACREP STANDARDS 2.F.5.d, f, g)				
<b>Objective B-1</b> Understand how counselor characteristics and counseling relationship factors affect the helping process. (CACREP STANDARDS 2.F.5.d, f)	2.F.5.d, f		Reading, lecture and discussion (classroom and/or online environments) concerning the nature of the helping relationship, the core conditions, and the impact of transference/countertransference reactions in facilitating or hindering the helping process.	Achieve a passing grade on the <b>Final Examination.</b>
<b>Objective B-2</b> Demonstrate the ability to build rapport, establish/maintain a therapeutic alliance, and facilitate the core conditions in a helping interview. (CACREP STANDARDS II.F.5.d, f, g)	2.F.5.d, f, g	II.3 III.3 V.5	a) Classroom demonstrations; b) Classroom role-play counseling sessions with feedback; and c) Recorded external role play sessions with volunteer clients.	a) and b) Satisfactory ratings by observers (client, peers, and/or instructor) on skills rating sheets; and c) Achieve a satisfactory ratings by the instructor on the <b>Counseling Interview Scoring Rubric on: i) Dimension 1 –</b> Rapport, and <b>ii) Dimension 2 –</b> Core Relationship Variables.
<b>GOAL C:</b> Understand, select, and demonstrate in a culturally sensitive manner, the basic and advanced interviewing skills needed to assist clients to identify, elaborate upon and explore their issues and their goals related to the issues that have prompted them to seek counseling. (CACREP STANDARDS 2.F.5.g)				
<b>Objective C-1</b> Identify the basic counseling skills and understand the appropriate use of those skills to assist clients to communicate about	2.F.5.g		Reading, lecture, discussion (classroom and/or online environments) and demonstration of culturally sensitive use of the basic counseling skills to assist client communication.	Achieve a passing grade on the <b>Final Examination.</b>

their issues. <b>(CACREP STANDARDS 2.F.5.g)</b>				
<b>Objective C-2</b> Identify advanced counseling and influencing skills and understand the appropriate use of those skills to assist clients to better understand their issues and to motivate clients to engage in a process of change. <b>(CACREP STANDARDS 2.F.5.g)</b>	<b>2.F.5.g</b>		Reading, lecture, discussion (classroom and/or online environments) and demonstration of culturally sensitive use of the advanced counseling and influencing to assist client understanding and motivation.	Achieve a passing grade on the <b>Final Examination</b> .
<b>Objective C-3</b> Understand the stages of an effective helping interview and be able to identify the relevant basic skills, advanced skills, and influencing skills to progress efficiently through the appropriate stages for the purpose of the helping interview. <b>(CACREP STANDARDS 2.F.5.g)</b>	<b>2.F.5.g</b>		Reading, lecture, discussion (classroom and/or online environments) and demonstration of culturally sensitive use of the basic skills, advanced skills, and influencing skills to facilitate a complete, efficient, and effective helping interview to accomplish the specified purpose of the interview.	Achieve a passing grade on the <b>Final Examination</b> .
<b>Objective C-4</b> Demonstrate the ability, in a culturally sensitive manner, to use basic and advanced counseling and influencing skills to progress efficiently through the appropriate stages of an initial helping interview that assists clients to communicate about and understand their issues, and motivates clients to	<b>2.F.5.g</b>	<b>II.3</b> <b>III.3</b> <b>V.5.5</b>	<b>a)</b> Classroom demonstrations; <b>b)</b> Classroom role-play counseling sessions with feedback; and <b>c)</b> Recorded external role play sessions with volunteer clients.	<b>a) and b)</b> Satisfactory ratings by observers (client, peers, and/or instructor) on skills rating sheets; and <b>c)</b> Achieve satisfactory ratings by the instructor on the <b>Counseling Interview Scoring Rubric</b> on: <b>i) Dimension 3</b> – Basic Counseling Skills, <b>ii) Dimension 4</b> – Advanced Counseling/Influencing Skills, <b>iii)</b>

engage in a process of change. <b>(CACREP STANDARDS 2.F.5.g)</b>				<b>Dimension 5 – Session Focus, and iv) Dimension 8 – Session Management</b>
<b>GOAL D:</b> Identify, select, and implement in a culturally sensitive manner theoretically anchored and empirically supported basic intervention strategies to assist clients in the change process. <b>(CACREP STANDARDS 2.F.5.a, g, h, j)</b>				
<b>Objective D-1</b> Become knowledgeable about individual counseling strategies and specific interventions related to humanistic, behavioral, and cognitive approaches to counseling and empirical evidence to support the selection of that strategy/intervention . <b>(CACREP STANDARDS 2.F.5.a, g, h, j)</b>	<b>2.F.5.a, g, h, j</b>	<b>V.5.1</b>	<b>a)</b> Reading, lecture, discussion (classroom and/or online environments) and demonstration of specific theory based, empirically supported intervention strategies for selected client issues, and <b>b)</b> Case study which requires students to produce a review of an empirically based treatment strategy from either the humanistic, behavioral, or cognitive theoretical approaches.	<b>a)</b> Achieve a passing grade on the <b>Final Examination</b> , and <b>b)</b> Achieve satisfactory ratings by the instructor on the <b>Case Study Treatment Strategy Review Assignment Scoring Rubric</b> .
<b>GOAL E:</b> Demonstrate the ability to recognize his or her own limitations as a school/clinical mental health counselor and to seek supervision or refer clients when appropriate. <b>(CACREP STANDARDS 2.F.5.n)</b>				
<b>Objective E-1</b> Demonstrate an understanding of his or her strengths and weaknesses in the provision of mental health counseling interviews and in the use of intervention strategies and techniques and identify strategies to improve the ability to be an effective counselor. <b>(CACREP STANDARDS 2.F.5.n)</b>	<b>2.F.5.n</b>	<b>V.5.5 VI.1</b>	<b>a)</b> Self-evaluation of recorded external role play sessions with volunteer clients.	<b>a)</b> Achieve a satisfactory rating by the instructor on the ability to reflect upon counseling interview performance and feedback from clients, observers, and the instructor on the <b>Counseling Interview Scoring Rubric</b> on <b>Dimension 10 – Quality of Self-Reflection Regarding Interview Performance</b>

## **ADDITIONAL INTENDED COURSE OUTCOMES:**

### **Dispositions/Values**

1. Values the helping relationship above techniques in counseling practice.
2. Respects and values the uniqueness and diversity of each individual client.
3. Appreciates the responsibility inherent in the role of the counselor.
4. Believes in the necessity of ongoing supervision of counseling practice.
5. Motivated to seek consultation and additional professional development and skills training.
6. Committed to self-growth to enhance relationship skills.
7. Values flexibility and openness as major attributes of effective counselors.
8. Desires to practice in an ethical and competent manner.
9. Motivated to implement ongoing self-evaluation of counseling practice.

### **Performances**

1. Uses basic relationship skills to enhance rapport with clients.
2. Uses effective attending skills consistently and appropriately.
3. Demonstrates effective probing skills.
4. Demonstrates the ability to accurately understand and reflect the content of client communications.
5. Demonstrates the ability to accurately empathize and reflect the emotional aspects of client communications.
6. Completes an initial counseling interview.
7. Conceptualizes client issues in a coherent, systematic, and useful framework.
8. Facilitates client formulation of goals for counseling.
9. Demonstrates the ability to use advanced influencing skills.
10. Gives appropriate consultative feedback to colleagues.
11. Seeks appropriate consultative feedback from colleagues.
12. Accurately assesses personal issues which might affect counseling performance.
13. Accurately critiques professional performance and initiates efforts to improve performance.

## **EXPECTATIONS OF STUDENTS:**

### **Professionalism:**

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions, presentations, and diverse opinions. Professionalism is also expected in all communications and interactions outside of class (e.g., emails) with myself as well as your fellow classmates. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought into instructor's attention either by verbal or written format. Because you are now "counselors in training", it is important to view your conduct in a professional role.

**Attendance:**

The outcomes of this course require the integration of cognitive material with skills performance. Thus, much class time will be spent in demonstration and critiqued practice. As indicated in the Graduate Catalog, attendance is required at all class sessions and is considered crucial in order to gain maximum benefit from the course. If you are absent, the other members of your skills practice groups will have difficulty completing their assignments. You are expected, as a professional to discuss any absence with the professor and the members of your small group either prior to, or immediately after, the absence. If you miss a scheduled recording exercise, you must make up the missed exercise with your assigned client. This will probably require that you meet outside of class time. **Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 1 of the scheduled classes and pass this course, excused absence or not.**

Remember, if you encounter unexpected events in your life during the course of the semester, you can drop the class, and return during another semester. You are also expected to be at this class ON TIME. Please use your time management skills properly and be on time and ready to learn at 5:00 p.m. sharp. **If you are late to class more than three times it will result in a decrease of your final grade.** Being late is disruptive to the class and its process. If you have a verified and documented reason to be late to class you may be excused from this requirement. In addition, you are expected to remain in class for the duration of the class. If you leave early more than twice without notification or approval from the instructor, you will be dropped from the course.

**\* Please do not bring doctors notes or work documentation for me to verify, if you tell me that your absence or tardiness is excused, I will take you at your word.**

**Active class participation is expected:**

The course is designed for students to learn by observing, giving feedback, practicing, and receiving feedback. You must participate fully in classroom discussions and practice exercises to earn full participation points toward your final grade. Please **demonstrate enthusiasm and a high level of interest** in your classroom experiences.

**Electronic Devices:**

Generally, the use of electronic devices is not permitted during class. This can be discussed on a case by case basis (i.e., taking notes on your laptop) but behaviors such as texting or searching the internet for non course related content are considered unprofessional.

**Readings:**

All readings must be completed prior to each class session. Most classroom presentations will be reviews and discussions of the readings. The more you have read and understand the topics prior to class, the more you will learn during practice sessions.

**Recordings:**

Digital recording (audio and/or video) of all counseling sessions assigned as in class practice sessions and/or homework is required. There is no other way to accurately reflect upon and learn from your performance. This also promotes an attitude of openness and willingness to learn and grow from your mistakes and a healthy self-affirmation of your successes when you can review, critique, and reflect upon your skills.

**Students must recruit volunteer “practice clients” for certain homework assignments. All “practice clients” must sign the Statement of Informed Consent Form.** These volunteers should be individuals who are willing to discuss personal issues, be recorded, and allow the instructor and classmates to review the recording for purposes of feedback to the student. These volunteers should not be individuals with whom the student has any supervisory relationship or someone whom the student has other authority over. **It is also highly recommended that volunteer not be someone that you are overly familiar with (i.e., spouse, family member or close friend).** The information required to complete assignments (written and recorded) should be treated in an ethical manner (i.e., confidentially) and should be destroyed as soon as it is no longer needed to meet class requirements. Students may volunteer to be clients for each other for these assignments, however there is some risk in that the instructor will be privy to private information, which may (or may not) be uncomfortable for the student.

### **Confidentiality:**

Confidentiality must be maintained regarding the information learned during practice sessions. Per the ACA Ethical Code, if a student poses a danger to self or others or information is revealed that indicates a child or someone elderly is being abused, the student must notify the professor at which time the professor will take appropriate action as deemed important and necessary to protect all parties involved.

### **ASSIGNMENTS:**

All assignments will be posted on Blackboard and the required documents and recordings must be submitted to Blackboard by the deadline to be eligible to earn full credit. Do NOT email assignments unless advised to by the instructor.

### **Helping Interview Recordings:**

Each student must perform **2 counseling interviews** with volunteer clients. Both interviews must be audio/video recorded. The student must keep the volunteer’s signed permission to record the session in a folder. These **45-50 minute interviews** should allow the student to **practice the a) basic helping skills** (attending, probing, listening to content, listening to emotion, empathy, and summarization), **b) the influencing skills** (interpretation, giving information, confrontation, etc), **c) assessment interviewing**, and **d) goal setting** with clients. Students must **prepare a typed “verbatim” transcript** of the dialogue that occurred. In addition to preparing the transcript, the **student must critique himself/herself** on the forms supplied by the instructor. Students will submit a copy of the transcript, the critique forms, and a digital recording of the session to the instructor (via blackboard) on the assigned dates. If you have problems uploading the recording on blackboard, let your instructor know and work with the IT department (or a classmate) to resolve the problem. Do NOT email the recording to the instructor(s). Critiques must evidence depth of understanding of the interview process and honest self-scrutiny to receive credit. Instructors will utilize the **Counseling Interview Scoring Rubric** to give feedback to the student (**Worth a total of 100 points per interview x 2 = 200 points**).

### **In Class Counseling Interviews:**

Each student is expected to complete at least **4 counseling interviews (20-25 minutes each)** as in-class assignments. Each of these assignments must be audio and/or video recorded. **Students will form triads for these assignments and will function as a client, a counselor, and an observer.** Students will participate in all three roles during each practice session.

The role of the **observer** is to complete a written critique form and to give verbal feedback to the counselor they observed. Your responsibility as an observer is to run the recording device, time



the sessions, notify the counselor that his or her time is almost up, and provide detailed, written feedback to the counselor about his or her skills. The observer is very important to the learning process of the counselor and also learns much by being an observer and giving feedback.

The role of the **client** is to allow the counselor to practice his/her interview skills and to give written and verbal feedback on those skills. Your responsibility when in the client role is to present issues that are real for you to the best of your ability. You need to come up with 2-4 issues that you'd like to work on and improve in your life that can serve as "real" topics for your counselor to work with and practice his or her skills. You are expected to talk and be as open as you can be about your experiences. If you cannot come up with something you'd like to work on (e.g., stress management, anger management, time management, improving relationship with family, friends, or co-workers, etc.), then make something up and be consistent. Your role as the client is very important to the process. You must find a balance between talking enough to give your counselor something to work with and leaving some space for your counselor to practice his or her skills. Some students get so into the client role that they forget to pause to give their counselor the space they need to practice the skills. The client is there for the counselor to practice skills, but also learns about the process through experiencing what it is like to receive counseling and through giving feedback to the counselor.

The role of the **counselor** is to apply the helping skills learned during the course in the counseling interview. Your responsibility as the counselor is to practice your counseling skills to the best of your ability with a high degree of professionalism and treat your student "client" as a "real client." Practice is necessary to integrate cognitive knowledge about counseling with the relationship conditions and performance skills necessary to truly be an effective helper. Feedback allows the counselor to modify, adjust, and tweak why, how, and when the skills of counseling are used.

Counselors will review the critiques from the observer and client and will then complete a self-evaluation in response to the critique. The practice session audio recording, original critiques and the self-evaluation will be submitted to the instructor via **Blackboard** on the assigned dates (usually 1 week following interview). Critiques and written evaluation comments must evidence depth of understanding of the interview process and honest self-scrutiny. **NOTE:** Each student will be **observed live by their instructor for a minimum of 1 of the required practice counseling interviews**. The instructor may assign additional practice and/or readings and/or observations based on the student's performance. **(25 points per Self Evaluation = 25 x 4 = 100 points)**

### **5 Weekly Quizzes:**

There are **5 weekly quizzes** over the material in the text. Each quiz must be taken on Blackboard prior to the class in which the material is reviewed and discussed. There is an additional sixth quiz that is available at the end of the course for students to take and replace their lowest quiz grade. While the quizzes are "open book", students are expected to take quizzes on their own without assistance from others. Evidence of academic dishonesty regarding exams will be reported to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. **(10 points per quiz x 5 = 50 points)**

### **Comprehensive Final Exam:**

There is a **comprehensive final exam**, which covers material in the text and lectures. The exam must be taken on Blackboard by the assigned date. While the exam is "open book", students are expected to take the exam on their own without assistance from others. Evidence of academic dishonesty regarding exams will be reported to the Dean of Students Office for possible

disciplinary action. Students may be suspended or expelled from UTEP for such actions. **(50 points)**

**\*Assignments must be submitted on Blackboard by the due dates and all quizzes must be completed by the due date. All late assignments will not receive full credit.**

## **EVALUATION:**

**Grades are earned as follows:**

**A = 360 – 400 points**

**B = 320 – 359 points**

**C = 280 – 319 points**

**D = < 280 points**

**SCORING RUBRICS: (See Below)**

**COURSE OUTLINE: (See Below)**

## **MISCELLANEOUS:**

### **Classroom Accommodations:**

If you are a student with a documented accommodation or a student needing potential accommodation, please contact the Center for Accommodations and Support Services (CASS) at 915-747-5148 Voice/TTY or email [cass@utep.edu](mailto:cass@utep.edu). You should also visit the CASS website at: <https://www.utep.edu/student-affairs/cass/>

Current physical location of CASS is at Room 106 Union East Building.

*Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist your needs in this class.*

### **Academic Integrity**

Failure to follow academic integrity (academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please refer to the student affairs website for more information:

<https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Examples of academic dishonesty include:

- Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;

- Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
- Falsifying research data, laboratory reports, and or other records or academic work offered for credit;
- "Plagiarism" means the appropriation, buying, receiving as a gift or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors;
- "Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

**UTEP email:**

You MUST have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

1. Log on to [www.utep.edu](http://www.utep.edu)
2. Click on my.utep.edu
3. Click on [Get your UTEP account here](#)
4. Follow prompts to activate your E-mail
5. If you experience any problems call the HELP DESK # 4357 on campus; 747-5257 off campus

**Emergency Plan and Inclement weather:**

Please refer to available resources, for example: emergency management plan at UTEP police department (<http://www.utep.edu/documents/police/emergencyplan.pdf>), your student handbook, and university policies. You should monitor potential emergency and weather conditions via university-provided sources and local news channels. Please contact the University Police Department at 747-5611 (or 911) for emergency/crisis conditions, and emergency notification services.

## EDPC 5339 Counseling Interview Scoring Rubric

<u>DIMENSIONS</u>	UNSATISFACTORY	MARGINAL		SATISFACTORY		GOOD	EXEMPLARY		
		C-	C	C+	B	B+	A-	A	A+
	0.....6.5.....7.....7.5..... 8.....8.5.....9.....9.5..... 10								
<p><b><u>1. Rapport</u></b></p> <p>Score = _____</p> <p>N.A. _____</p>	Does not attempt to put the client at ease. Does not attempt to form a therapeutic alliance with the client. Does not show compassion. No therapeutic rapport established.				Displays adequate attempts to put the client at ease. Displays an adequate attempt to form a therapeutic alliance and demonstrate compassion. Adequate therapeutic rapport established.				Numerous exceptionally effective attempts to put the client at ease. Displays an outstanding effort to form a therapeutic alliance and demonstrate compassion. Excellent therapeutic rapport established.
<p><b><u>2. Core Relationship Variables</u></b> <i>(Positive Regard, Congruence, and Empathy)</i></p> <p>Score = _____</p> <p>N.A. _____</p>	Core relationship variables were absent or insufficient and inappropriate for a counseling interview. Displayed coldness and disrespect for client and/or was incongruent in self-expression and/or did not communicate an accurate understanding of the <i>client's</i> view of self, the situational context, or the emotional struggles.				Core relationship variables were present, sufficient, and appropriate for a counseling interview. Showed adequate levels of warmth, respect, and regard for client; was congruent in self-expression; and communicated an accurate level of understanding which would be interchangeable with the <i>client's</i> view of self, the situational context, and the emotional struggles.				Core relationship variables were highly present, sufficient, and appropriate for a counseling interview. Showed high levels of warmth, respect, and regard for client; was highly congruent and transparent in self-expression; and communicated a highly accurate level of understanding which could deepen the <i>client's</i> view of self, the situational context, and the emotional struggles.
<p><b><u>3. Basic Counseling Skills</u></b> <i>(Structuring, Attending, Probing, Paraphrasing, Reflecting Feelings, Summarizing)</i></p> <p>Score = _____</p> <p>N.A. _____</p>	Exhibited very poor ability in utilizing basic counseling interview skills to assist the client to specify, clarify, understand, and express content information and/or feelings necessary to accomplish purpose of the counseling session. Skills were poorly executed and/or were not utilized in an appropriate manner or at an appropriate time.				Exhibited adequate ability in utilizing basic counseling interview skills to assist the client to specify, clarify, understand, and express content information and/or feelings necessary to accomplish purpose of the counseling session. Skills were adequately executed and utilized in an appropriate manner at the appropriate time.				Exhibited excellent ability in utilizing basic counseling interview skills to assist the client to specify, clarify, understand, and express content information and/or feelings necessary to accomplish purpose of the counseling session. Skills were highly effectively executed and utilized in an outstanding manner at the optimal time.
<p><b><u>4. Advanced Counseling Influencing Skills</u></b> <i>(Confrontation, Interpretation, Reframing, Self-disclosure, etc.)</i></p> <p>Score = _____</p> <p>N.A. _____</p>	Exhibited very poor ability in utilizing advanced counseling interview influencing skills to motivate and/or challenge the client to engage in and/or benefit from the counseling process. Does not appear to understand why, when, or how to utilize advanced counseling skills.				Exhibited adequate ability in utilizing advanced counseling interview influencing skills to motivate and/or challenge the client to engage in and/or benefit from the counseling process. Skills were adequately executed and utilized in an appropriate manner at the appropriate time.				Exhibited excellent ability in utilizing advanced counseling interview influencing skills to motivate and/or challenge the client to engage in and/or benefit from the counseling process. Skills were highly effectively executed and utilized in an outstanding manner at the appropriate time.
<p><b><u>5. Session Focus</u></b></p> <p>Score = _____</p> <p>N.A. _____</p>	No attempt to structure the session to address the client's counseling issues and goals. Session erratically changes topics and focus. No clear direction.				Adequate attempt to structure the session to address the client's counseling issues and goals for treatment. Adequate focus and direction in the session.				Exceptional attempt to structure the session to address the client's counseling issues and goals for treatment. Session had exceptional focus and direction.

**Counseling Interview Scoring Rubric continued**

<b><u>DIMENSIONS</u></b>	<b>UNSATISFACTORY</b>	<b>MARGINAL</b>			<b>SATISFACTORY</b>		<b>GOOD</b>	<b>EXEMPLARY</b>		
		<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>	
	0.....6.5.....7.....7.5.....8.....8.5.....9.....9.5.....10									
<b><u>6. Attention to Client Special Needs or Diversity Issues</u></b>  Score = _____  N.A. _____	Did not attend to client special needs or diversity issues (e.g. gender, age, educational level, cognitive ability, culture, religion, SES, sexual orientation, etc.) in the interview process even when client directly stated a need or issue.				Adequately attended to client special needs or diversity issues (e.g. gender, age, educational level, cognitive ability, culture, religion, SES, sexual orientation, etc.) in the interview process when client directly stated a need or issue.					Proactively and effectively attended to client special needs or diversity issues (e.g. gender, age, educational level, cognitive ability, culture, religion, SES, sexual orientation, etc.) in the interview process before the client directly stated a need or issue. Adapted in a manner that enhanced all areas of the interview.
<b><u>7. Utilization of Theory Related Techniques</u></b>  Score = _____  N.A. _____	Did not select, introduce, and/or use an appropriate theory related counseling technique. Does not demonstrate ability to translate theory into counseling techniques.				Adequately selected, introduced, and utilized a specific theory related counseling technique. Demonstrated adequate ability to translate theory into counseling techniques.					Exhibited excellent selection, introduction, and utilization of a specific theory related counseling technique. Demonstrated a high level of ability to translate theory into counseling techniques.
<b><u>8. Session Management</u></b>  Score = _____  N.A. _____	Significant struggle with time management and pacing. Session exceeded allotted time by over 10 minutes. Session either lagged extensively or appeared to be extremely rushed which detracted considerably from the effectiveness of the session. No orchestration of transitions between the beginning, middle or end of the session.				No struggle with time management. Session ended within the allotted time. Pace of session was neither too slow nor too rushed and had neutral impact on the effectiveness of the session. Adequate orchestration of transitions between the beginning, middle and end of the session.					Excellent use of time in session. Session ended within the allotted time. Pace of session had a highly positive impact on the effectiveness of the session. Excellent orchestration of transitions between the beginning, middle and end of the session.
<b><u>9. Identification of Client Strengths and Resilience</u></b>  Score = _____  N.A. _____	Did not identify and acknowledge any obvious client strengths or resiliency factors.				Adequately identified and acknowledged some obvious client strengths or resiliency factors in a manner that reflected and reinforced client's current level of awareness and understanding.					Proficiently identified and acknowledged a variety of obvious client strengths or resiliency factors and/or reframed client descriptions of behaviors, thoughts, and/or feelings in a therapeutically facilitative manner that enhanced client awareness/understanding, self-acceptance, self-efficacy, and/or motivation.
<b><u>10. Quality of Self-Reflection Regarding Interview Performance</u></b>  Score = _____  N.A. _____	<i>Student incorrectly identified on the transcript the majority of skills used. Discussion of counseling skills, counselor strengths, and counselor weaknesses demonstrated in the interview was inaccurate, lacked insight or was missing. Suggestions for the improvement of skills were missing or highly ineffective.</i>				Student correctly identified on the transcript the majority of skills used. Discussion of counseling skills, counselor strengths, and counselor weaknesses demonstrated in the interview was somewhat accurate, but lacked depth of insight. Suggestions for the improvement of skills were vague and would likely lead to only minimal improvement.					Student correctly identified on the transcript every skill used. Discussion of counseling skills, counselor strengths, and counselor weaknesses as demonstrated in the interview was highly accurate and very insightful and identified clear and useful suggestions for the improvement of skills.

## EDPC 5339 Course Outline

I= Chapters in Ivey, Ivey, and Zalaquett . (2017). *Intentional Interviewing and Counseling* 9th Edition (Paperback) **Bb**= Submitted on Blackboard

<b>Fall 2019</b>				
Class	Thursday Dates	Topics/Activities	Readings	Assignments
<i>#1 Class meets</i>	<b>8/29/2019</b>	Introductions Syllabus Overview of Helping Ethics Multiculturalism Wellness & Positive Psych	I-1,2,3	<i><b>Quiz 1 covers I-1,2,3 Due on Bb 9/5/19 at 5 p.m.</b></i>
	<b>9/5/2019 5:00 – 9:50</b>  <b>Quiz 1 Due</b>	<b>CONTINUE READING</b>	I-1,2,3	<i><b>Personal Goals Recording Assignment (Bb) Due 9/12/19 at 5 p.m. Practice Assignment Feedback (Bb) Due 9/12/19 at 5 p.m.</b></i>
<i>#2 Class meets</i>	<b>9/12//2019 Goals Recording Assignment</b>  <b>Practice Assignment Feedback Due</b>	The Helping Relationship Person of the Counselor Attending Skills Observation Skills Listening Skills Probing/Questions Paraphrasing Content Summarizing <b>Classroom Role Play Practice (FB1)</b>	I-4,5,6,7	<i><b>Quiz 2 covers I-4,5,6,7 Due on Bb 9/19/19 at 5 p.m.</b></i>
	<b>9/19/2019 5:00 – 9:50</b>  <b>Quiz 2 Due</b>	<b>CONTINUE READING</b>	I-,4,5,6, 7	<i><b>Class Role Play Feedback 1 (FB1) Due on Bb y 9/26/19 at 5 p.m.</b></i>
<i>#3 Class meets</i>	<b>9/26/2019 FB1 Due</b>	Reflecting Feelings Summarizing Empathic Responding The Well Formed Interview Building Rapport Gathering Information Clarifying Information Setting Goals Working on Goals Terminating the Interview <b>Classroom Role Play Practice (FB2)</b>	I- 8	<i><b>Quiz 3 covers I-8 Due on Bb 10/3/19 at 5 p.m.</b></i>
	<b>10/3/2019 5:00 – 9:50</b>  <b>Quiz 3 Due</b>	<b>CONTINUE READING</b>	I-9,10	<i><b>Class Role Play Feedback 2 (FB2) Due on Bb 10/10/19 at 5 p.m.</b></i>

#4 Class meets	10/10/2019 FB 2 Due	Advanced Skills Confronting/Challenging Focusing the Interview Classroom Role Play Practice (FB3)	I-9,10	<i>Quiz 4 covers I-9, 10 Due on Bb 10/17/19 at 5 p.m.</i>  <i>Recording 1, Transcript, Critique (R1) Due on Bb 10/24/19 at 5:00 p.m.</i>
	10/17/2019 Quiz 4 Due	<b>CONTINUE READING</b>		
#5 Class meets	10/24//2019 R1 Due	Influencing Skills Eliciting/Reflecting Meaning Interpretation Information Giving Self-disclosure Immediacy Feedback;/Confrontation Directives Classroom Role Play Practice (FB4)	I-9,10	<i>Class Role Play Feedback 3 (FB3) Due on Bb 10/31/19 at 5 p.m.</i>
	10/31/2019 FB 3 Due	<b>CONTINUE READING</b>	I-11, 12,13	<i>Quiz 5 covers I-11, 12, 13 Due on Bb 11/7/19 at 5 p.m</i>
#6 Class meets	11/7//2019 Quiz 5 Due	Intake Interviewing  ***Classroom Role Play Practice	I-11, 12,13 & Therapeutic Lifestyle Changes in I-2	<i>Class Role Play Feedback 4 (FB4) Due on Bb 11/14/19 at 5 p.m.</i>
	11/14/2019 FB 4 Due	<b>CONTINUE READING</b>	I-14 Other Readings to Be Assigned	<i>Recording 2, Transcript, Critique (R2) Due on Bb 11/21/19 at 5:00 p.m.</i>
#7 Class meets	11/21//2019 R2 Due	Resistance Difficult Clients	I-14 Other Readings to Be Assigned	<i>Optional Quiz 6 covers I-14 Due on Bb 11/29/19 at 5 p.m.</i>
	11/28/2019 Optional Quiz 6 Due: 11/29/2019	<b>Thanksgiving</b>	I-14 Other Readings to Be Assigned	
#8 Class meets	12/5/2019	<b>Optional Class</b>		<i>Final Exam covers I-1-14 Due by Bb 12/12/19 at 5 p.m.</i>