

Chaminade University
Masters of Science in Counseling Psychology
PSY 603-01-3 Introduction to Counseling Skills • WIN19

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Textbooks:

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Clinical Interviewing*. 6th ed. Wiley & Sons.

First Benchmark Course - PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. The Counseling Skills Proficiency Record is used. The minimum score to pass the course is 20 points. Below 20, the student is assigned a "C" for the course and must retake the course.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Catalog Course Description

This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core CACREP (Council for Accreditation of Counseling and Related Education Programs) curriculum areas, with extensive emphasis on basic counseling skills development.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Counseling Theories and Skills. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

This class is designed to provide you with an overview of beginning micro-counseling skills, including the components of cultural competency and the basic listening sequence (attending behavior), and counseling-related tasks (documentation, and case presentation). The skills selected for this course are the initial skills needed for clinical work, such as listening and reflection

observation skills, focusing, use of questions, confrontation, reflection of meaning, and interpretation. Each week new concepts will be introduced that builds on the previous week in order for you to develop a thorough repertoire of therapeutic skills for clinical practice. You are encouraged to be reflexive of your own style of relating to clients, your strengths and areas of growth in counseling skills, and how theory and models of counseling are congruent with your style.

By the end of the course, students will be able to:

- 1) Articulate the basic components of cultural competency in clinical practice
- 2) Demonstrate the use of basic micro-counseling skills by decision making of what skills are needed for what clinical situations
- 3) Demonstrate the skills of the basic listening sequence
- 4) Demonstrate influencing skills and strategies

Course Format

A crucial task for all beginning clinicians is to expand their self-awareness and reflexivity as it relates to the role of counselor/therapist and process of counseling. While students come to this class from various backgrounds,

whether with some prior counseling experience or none, this class will provide an opportunity for you to gain a sound understanding of foundational counseling skills. This course emphasizes the practice of counseling skills through in-class role-plays, assigned counseling activities, and group counseling assignments. Generally, classes will start with a short review of counseling concepts and skills, followed by class activities and counseling role-plays.

You are required to actively participate in video-recording, role-playing, and dyads in a counseling context. Based on these activities, the instructor will provide each student constructive feedback. Students will demonstrate an appropriate use of the following skills and competencies during their dyad counseling sessions:

- a) Attending behavior
- b) Observation
- c) Encouraging
- d) Paraphrasing
- e) Summarizing
- f) Reflection of feeling
- g) Reflection of meaning
- h) Questioning
- i) Counselor's personal response
- j) Confrontation
- k) Openness to feedback/supervision
- l) Ability to incorporate feedback

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The skills of attending, listening, and reflecting client experience through focusing the client, questioning techniques, and interpreting client report data.
2. How to conduct specific components of counseling sessions, including the introduction, establishing consent, psychosocial history, formulating homework assignments, and termination.
3. How to efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (description, assessment, and plan).
4. How to formulate a case and present a case to peers in an efficient and succinct manner.
5. How the student's own personality and interpersonal style contributes to the manner in which he/she approaches/conducts counseling sessions.
6. How to accept and act on feedback from the instructor and from peers.
7. Social, cultural diversity and how that effects assessment and the counseling process.
8. How research and the scientific method contributes to our ability to evaluate counseling outcomes.
9. Professional/ethical issues such as confidentiality, informed consent, duty to inform and other common issues found in counseling.
10. Counseling skills in the context of the student's specific emphasis, i.e., school, mental health, and marriage and family counseling.

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed.

Assessment	Description	Points	Applicable SLO
Dyad Sessions	Throughout the term, you will participate in Dyad sessions with your peers. You will be the therapist and conduct sessions modeled after typical therapy sessions- an Intake/Initial Assessment, a Treatment Planning session, and a regular session. <i>From these you will complete the Documentation Assignments.</i> You will have 6 sessions throughout the term. A co-therapist team will be formed when there are uneven student numbers.	N/A	1, 2, 3, 4, 5, 6, 9

	You will record these sessions to be able to present 2 short clips. You may record each dyad session but have to record at least 2 sessions (one in the first 4 weeks and then a second in the latter part of the term). <i>You will present 5-7 minute clips from these sessions</i> to the rest of the class <u>twice</u> during the term; once in Week 5 and again in a formal case presentation (Final Examination) at the end of the term. *Students customarily choose to use their cellphones to record. For those who will need assistance making a video recording, cameras are available from Steve Downy (735-4753)- call to reserve day/time as others will also be using. Students must have a 3" DVD read only.		
Feedback to Peers	Throughout the term, you will provide feedback to your peers and receive feedback from your peers (video clips, in-class role-plays). A feedback form will be provided for you to note down your observation to be turned in at the end of the class. You will also be given the opportunity to provide/receive verbal feedback.	N/A	5, 6, 9
Documentation Assignments ▪ Initial Assessment (15x2 pts) ▪ Treatment Plan (15x2 pts) ▪ Progress Note (10x2 pts)	Students will turn in 3 (x2) documents typically found in a client file. Students will conduct specific components of a counseling session (Dyad sessions) and construct the following documents, based on the templates provided. The Initial Assessment paper will be submitted the weeks after your participation in the Dyad sessions- Initial Assessment Interview. The Treatment Plan papers will be submitted the weeks after your participation in the Dyad sessions- Treatment Plan Interview. The Progress Notes papers will be submitted the weeks after your participation in the Dyad sessions- Session 1.	80 points	1, 2, 3, 4, 10
Mid-Term Counseling Skills Proficiency Record	Each student will be evaluated on their ability to meet the basic counseling proficiencies using a modified Likert rating scale. This evaluation will be based on their progress at mid term. (MSCP requirement for this course) Students will meet briefly with the instructor to discuss their progress- be prepared to reflect on your skills and areas of growth.	0 points	1, 5, 6
Wellness Assessment Fishbowl Activity- Vignettes	Before this Fishbowl Activity, students will need to access the extant literature on a topic/presenting concern TBD. Students will need to have some knowledge of clinical considerations for these presenting concerns and the research on best practices or evidence-based practices to conduct an initial assessment session in the Fishbowl Activity. The class will be divided into two (Group A will be provided with Vignette A, presenting concern A, and Group B will be provided with Vignette B, presenting concern B). Each group will serve as both observers and role-players. The role-player group will take turns being the therapist while the observer group observed, and then the groups will switch. The role-playing therapists will need to utilize counseling skills to provide a safe, welcoming space for the client, join with the client, conduct an initial assessment as pertinent to their presenting concern, and tentatively provide treatment recommendations. Each group role-play will last approximately 50 minutes. Each student must <u>turn in a Reference List</u> of no less than 4 peer-reviewed journal articles that they accessed to prepare for the Fishbowl	20 points	1, 2, 5, 6, 7, 8, 9

	session. The group observing will be tasked with <u>completing a Session Review</u>. Observers will provide feedback to each role-playing therapist. Feedback needs to be strength-based, direct yet respectful, and useful (e.g. provide examples, or specific improvements). Your session review will be shared with the therapist. You will be graded on your Reference List (10pts) and Session Review (10pts).								
Final Examination Includes: a) Case Consultation Presentation (20 pts) b) Video clip of Session (0 pts) c) Case Summary paper (50 pts) d) Transcript of Session along with Skills identified, and self-reflection (50 pts)	This Final Examination provides the student with the opportunity to demonstrate their mastery of the counseling skills as documented on the Counseling Skills Proficiencies Record form attached to this syllabus. You in the role of counselor will submit the 3 required materials and complete a presentation for this Final Examination. <i>a) Case Consultation Presentation</i> Each student will present the case they were the counselor. This presentation should be given alongside the video clip, and should last 5-10 minutes. You should be able to speak about the “client” ethically and with respect, articulate your clinical conceptualization of the case, justify your treatment direction, and answer questions that the ‘treatment team’ asks about the case. <i>b) Video clip of Session</i> You will show a 5-10 minute video clip from your dyad counseling sessions where you displayed counseling skills 1-10 of the Counseling Skills Proficiencies Record form. <i>c) Case Summary paper</i> Your case summary should include: Assessment information (<i>Demographics, Reason for referral/presenting concern, History of presenting concern, Developmental and social history, Medical History, Mental health/Psychiatric History, Nutrition & activities of daily living, Education, employment, and vocational history, Social history, Family history, Cultural considerations, Clinical/Systemic impressions</i>), and a Brief summary of treatment/sessions (<i>Brief description of treatment goals, Skills and Interventions used/planned</i>). This paper should be 5-7 pages. <i>d) Transcript of Session along with Skills identified, and self-reflection</i> Transcription of Session Video Clip identifying where in the session counseling skills 1-10 was used. The paper should be structured in this format: <table><tr><td>Transcription (the exchange verbatim)</td><td>Counseling Skill demonstrated (e.g. Summarizing)</td><td>Self-Reflection (e.g. I was uncomfortable with the silence here and I think I rushed in to fill it.)</td></tr><tr><td></td><td></td><td></td></tr></table> Only the student in the counselor role will be graded. The student’s grade will be based on their ability to present and provide evidence of the use of counseling skills 1-10, and their ability to formulate a case.	Transcription (the exchange verbatim)	Counseling Skill demonstrated (e.g. Summarizing)	Self-Reflection (e.g. I was uncomfortable with the silence here and I think I rushed in to fill it.)				120 points	1, 7, 8, 9, 10
Transcription (the exchange verbatim)	Counseling Skill demonstrated (e.g. Summarizing)	Self-Reflection (e.g. I was uncomfortable with the silence here and I think I rushed in to fill it.)							
Reflection paper	The Reflection paper provides students with an opportunity to celebrate their growth and skill development while also being reflective and honest about their areas of growth and improvement. Reflect on these questions in the paper:	20 points	1, 2, 5, 6, 7, 9, 10						

	a) What did I learn in this class and what will I use as a counselor/clinician/therapist? b) What skills did I excel in, what skills did I improve on, and what skills will I need to continue growing in? c) What are my goals going forward in the MSCP program? The paper should be at least two pages in length using a 12 pt font, one-inch margins and double spaced throughout.		
Final Counseling Skills Assessment & Proficiency Record	Each student will be evaluated on their ability to meet the basic counseling proficiencies using a modified Likert rating scale. This evaluation will be based on the student's progress throughout this course. How the student does in the Fishbowl Activity, their Final Project, constructive conversations with the instructor, and feedback from peers will influence the grading of this assessment. This assessment is worth 60% of the student's final grade. (MSCP requirement for this course.)	360 points	1, 5, 6

Total Possible Points = 600

Grading

A = 540 – 600 (90% - 100%)

B = 480 – 539 (80% - 89%)

C = 420 – 479 (70% - 79%)

F = 419 and below (69% and below)

Counseling Skills Proficiency Record: 36 possible

(This will be assessed separately from the requirements above. A minimum of 20 points are needed to pass the course.)

Instructor's policies

Assignments:

- One written assignment throughout the term may be revised or edited for a higher grade but will have to be submitted by the last class session.
- Late submissions will be accepted within 7 days of the due date (except past the last week of class) and a 5 percent late deduction per day will be incurred for each class day it is late.
- Late submissions will only be accepted if a student notifies me 24 hours prior to the due date.
- No papers will be accepted after the last week of class.
- Papers that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting (unless specified otherwise, e.g. Wellness Assessment, Treatment Plans, Case Notes, etc.)

Attendance:

- Since a considerable part of the class is practical applications of skills and theory, requiring you to work in groups and dyads, you are responsible to inform me prior to the start of class should an emergency prevent you from attending.
- For this course, since you will be working with your colleagues in dyads, you will be responsible for contacting them and rescheduling any sessions that works within their schedule.

Please note that regardless of reason, more than one (1) missed class will result in a failing grade.

If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena. The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Date	Topic	In-Class Activity	Readings	Assessments Due
Week 1 1-7-19	▪ Introductions, Syllabus review ▪ Prep, Overview of interview/counseling process ▪ Empathy, Being Open, Being Real, Having Good Emotional Health, Alliance Building, and Being Competent	Class Community Agreement Discussion Early Self-Assessment Group Exercises/Discussions		
Week 2 1-14-19	▪ Assessment Interviewing ▪ Active listening skills, Attending, Empathy, Observation skills ▪ Verbal & Nonverbal communication ▪ ADDRESSING Framework ▪ Genograms & Timelines	Class Discussion of Readings VIDEO- Interpreting Nonverbal Communication Dyad session 1a: Conduct Psychosocial Assessment Interview	• Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 1, 3, • Williams, Edwards, Patterson, & Chamow, (2011). Ch1 Optional: • Hays (1996)	
Week 3 1-21-19	▪ Treatment Planning ▪ Information Gathering (Direct, Open and Closed questions) ▪ Structuring the Intake Session ○ Informed Consent ○ Confidentiality ○ Beneficial Services Agreement ○ No-secrets Policy ○ Fee Agreement	Class Discussion of Readings Practicing Assessment Skills Dyad session 2a: Conduct Treatment Plan Interview	• Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 8, 11 Optional: • Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 9 • Williams, Edwards, Patterson, & Chamow, (2011). Ch 2	Psychosocial Assessment Paper Due
Week 4 1-28-19	▪ Role of therapist, Ethics, Boundaries, Setting the stage for a healthy therapeutic relationship ▪ Silence ▪ Using questions ▪ Encouraging, Paraphrasing, Summarizing ▪ Reflections- feelings and meanings ▪ Diagnosis ▪ Review DSM-V	Class Discussion of Readings Dyad session 1b: Conduct Psychosocial Assessment Interview	• Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 4, 5 • Williams, Edwards, Patterson, & Chamow, (2011). Ch 4 Optional: • Williams, Edwards, Patterson, & Chamow, (2011). Ch 3	Treatment Plan Assignment Due
Week 5 2-4-19	• Mid-Term Counseling Skills Proficiency • Ethics Case Study (time permitting)	Dyad session 2b: Conduct Treatment Plan Interview Mid-Term Counseling Skills Proficiency Record (individual meeting with instructor)	• Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 10, 12 Optional: • Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 7	Psychosocial Assessment Paper Due Video Presentations Mid-Term Counseling Skills Proficiency Record

Week 6 2-11-19	▪ Progress/Case Notes ▪ Empathetic Confrontation ▪ Introduction to Motivational Interviewing ▪ Reframing ▪ Normalizing, Circular Questions ▪ Pacing, Self-Disclosure ▪ Building Resilience ▪ Review Key Concepts from Week 1-5	Class Discussion of Readings Dyad session 3a: Session	• Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 6	Treatment Plan Assignment Due
Week 7 2-18-19	▪ How to write a Case Summary ▪ Ethics Case Study ▪ Special considerations when working with couples, families, children	Class Discussion of Readings Dyad session 3b: Session	• Sommers-Flanagan & Sommers-Flanagan (2015)- Ch. 13, 14	Progress Note Assignment 1 Due
Week 8 2-25-19	▪ Termination (when, how, then what) ▪ Providing Referrals ▪ Providing After Care ▪ Ethics Case Study	Class Discussion of Readings Wellness Assessment Fishbowl Activity-Vignettes		Progress Note Assignment 2 Due
Week 9 3-4-19	▪ Advanced Relational Microskills ▪ Special considerations when working with couples, families, children (cont.) ▪ Final Project	Class Discussion of Readings		Final Examination Case Study & Transcription Paper Due Final Examination Case Consultation Presentations
Week 10 3-11-19	▪ Final Counseling Skills Proficiency Record (individual meeting with instructor)			Reflection paper due Final Counseling Skills Proficiency Record

* Syllabus is subject to change by instructor according to class needs.

References

Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing Privilege and Oppression in Counselor Training and Practice: A Qualitative Analysis. *Journal Of Counseling & Development*, 85(3), 317-324.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Clinical interviewing*. Hoboken, New Jersey : Wiley,

Williams, L., Edwards, T. M., Patterson, J., & Chamow, L. (2011). *Essential Assessment Skills for Couple and Family Therapists*. New York, NY: Guildford.

Chaminade MSCP PSY 603 Counseling Skills Proficiency Record

<u>Student Name:</u>	<u>Term:</u> Winter Spring Summer Fall <u>Year:</u>	
<u>Instructor:</u>	<u>Proficiency Score</u> = ____/36 Minimum total score to pass proficiency is 20 points. Below 20, the student is assigned "C" for the course and must retake course.	
<u>Instructor Signature:</u>	<u>Date</u>	<u>Emphasis</u> SC CC MF
<u>Student Signature:</u>	<u>Date</u>	

	Skill	Description	Proficiency				Comments
1	Attending Behavior	Eye contact, vocal qualities, verbal tracking and body language (Individually/culturally appropriate).	3	2	1	0	
2	Observation	Noticing one's own and the client's verbal and nonverbal behavior as well as discrepancies and incongruities that may occur.	3	2	1	0	
3	Encouraging	Means to help a client continue to talk ▪ verbal = repeating key words and short statement ▪ nonverbal = head nods, smiling	3	2	1	0	
4	Paraphrasing	Saying back to the client the essence of what has just been said, shortening and clarifying client comments.	3	2	1	0	
5	Summarizing	Similar to paraphrasing but includes more information; often includes attention to feelings.	3	2	1	0	
6	Reflection of feeling	Identification and articulation of key emotions.	3	2	1	0	
7	Reflection of meaning	Identification of client's deeper, often unstated, thoughts about significance.	3	2	1	0	
8	Questioning	Counselor intentionally and sparingly asks questions (open, closed, check-out).	3	2	1	0	
9	Counselor's Personal Response	Counselor appropriately reports personal response to what the client has said (i.e., "I feel sad when I hear about your loss.").	3	2	1	0	
10	Confrontation	Counselor identifies incongruity, discrepancies, or mixed messages in client behavior, thought, feeling or meaning.	3	2	1	0	
11	Openness to feedback/supervision	Counselor is non-defensive in receiving feedback from colleagues and instructor.	3	2	1	0	
12	Ability to incorporate feedback	Counselor demonstrates incorporation of feedback.	3	2	1	0	