Instructor: Leigh T. Kirby, Ph.D., LPC  
Office: Human Services Building, Room 229  
Cell Phone: 214-417-9780  
Office Phone: 936-468-1250  
Email: leigh.kirby@sfasu.edu

Course Time: Thurs 4:30 to 7:00 pm  
Location: Human Services Room 317  
Office Hours: Wed 1:00 – 4:00 and Thurs 2:00 to 4:00  
Or by appointment

Credits: 3 Hours

Course Description: This course is designed to provide the student counselor with systematic techniques which will facilitate the application of individual counseling skills to build client rapport and move clients toward change.

Course Format:  
This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Required Texts/Programs:  


Subscription to Theravue. This is located at Theravue.com and I will send you an invitation to join. Cost is $56 for four months.

Face-to-Face Lecture  
Typically meets once each week in 150-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take regular reading quizzes and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Diversity Statement  
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
Program Learning Outcomes

**Professional Orientation and Ethical Practice (CACREP 2.F.1)**
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Diversity (CACREP 2.F.2)**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Human Growth and Development (CACREP 2.F.3)**
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

**Career Development (CACREP 2.F.4)**
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Counseling and Helping Relationships (CACREP 2.F.5)**
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work (CACREP 2.F.6)**
Students demonstrate competency in preparing and facilitation of group counseling.

**Assessment and Treatment Planning (CACREP 2.F.7)**
Students identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP 2.F.8)**
Students evaluate research methods to inform evidence-based practice.

The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, COU 594 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments.

Through the activities and objectives in COU 594 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular practical experience providing counseling services, supervision, and case presentations, students will gain academic and professional excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas.

Objectives/Learning Outcomes:
Through the activities and objectives in COU 594 students will begin the process of becoming prepared, competent, successful, caring, and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional, and intellectual growth. Through regular class attendance, lectures, writing projects, exams, discussions, and demonstration and practice activities, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 533 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet CACREP, SBEC, and CAEP standards as described in the following matrix.
COMPETENCIES/STANDARDS/GOALS

Student will demonstrate understanding of the following:

- Use basic listening skills necessary to establish rapport and actively listen to clients.
- Critique sessions conducted by self and by others in the class.
- Apply micro skills learned throughout the semester, such as silence, summarizing, paraphrasing, and use of open-ended questions.
- Value the structure and flow of a counseling session: including having a working knowledge of data gathering, forming hypotheses, identifying key issues/dynamics, developing treatment goals and objectives, and the use of various forms to assist in record keeping.
- Investigate key ethical concepts counselors must address to provide effective client care.
- Author a basic client progress report.
- Apply specific counseling strategies and techniques in specific situations.
- Examine the licensure process and the professional side of maintaining a counseling practice.
- Value dual relationships, boundaries, transference, the limits of confidentiality, and the ACA ethical guidelines.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes and applies counselor characteristics and behaviors that influence the counseling process</td>
<td>Textbook, lecture, class discussions, activities, theravue</td>
<td>Taped Interviews</td>
<td>CACREP 2.F.5.f</td>
</tr>
<tr>
<td>Demonstrates essential interviewing, counseling, and case conceptualization skills</td>
<td>Textbook, lecture, class discussions, activities, theravue</td>
<td>Taped interviews</td>
<td>CACREP 2.F.5.f</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS:

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

Quizzes (100 points = 10 points for each quiz, 10 quizzes total): Quizzes will be completed at the beginning of 10 different classes. Quizzes come from reading the material and are open book.

Observations (Total 60 points): Students will observe sessions in the clinic and complete a critique of each, 20 x 3 = 60. These observations may count as your required observations for the semester.

Intake (50 points): Prior to your first counseling session, you will conduct an intake interview with your chosen client. The interview format will be provided. This interview will not be taped and is intended to give you practice at doing an intake interview and to give you an opportunity to establish a professional rapport with your client. After completing your intake interview you will write up a 3-4-page summary of your findings.
Taped Interview Sessions (750 points): Each student will conduct and videotape three counseling interviews. Students will be responsible for evaluating their own tapes prior to instructor evaluation. Methods of evaluation will be presented in class. Content of the sessions will be as follows:
  a. Tape 1 – Demonstration of Attending, Active Listening, & Empathy (100 points)
  b. Tape 2 – Demonstration of Attending, Active Listening, Empathy, Questions, and Confrontation. Also, conceptualization of the session and self-evaluation (200 points)
  c. Tape 3 – Demonstration of Complete Skill Set, conceptualization, and Self Evaluation (450 points)

***RUBRIC are uploaded to D2L

Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 89.5% or above</td>
<td>This course emphasizes performance of counseling skill. Therefore, if a student scores the equivalent of a C (less than 79.5% of points) demonstrating basic counseling skills on Tape 3, that student automatically gets a C for the course regardless of how many points earned on any and all other assignments. A grade of C will require the student to retake the course.</td>
</tr>
<tr>
<td>B = 79.5% to 89.4%</td>
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<tr>
<td>C = 69.5% to 79.4%</td>
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<tr>
<td>D = 59.5% to 69.4%</td>
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</tr>
<tr>
<td>F = 59.4% or below</td>
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</table>

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Intake</td>
<td>50</td>
</tr>
<tr>
<td>Attendance/Participation in class</td>
<td>100</td>
</tr>
<tr>
<td>Clinic observations</td>
<td>60</td>
</tr>
<tr>
<td>Taped Interview Sessions</td>
<td>750</td>
</tr>
</tbody>
</table>

TOTAL 1060

Course Expectations

- While this course is about learning some of the basic counseling skills, and as such learning how to behave like a counselor, this course is also about learning how to be a client. An appreciation of the client role will better help you understand your role as a counselor more so than only being in the counselor role. With this in mind, approach your client role seriously. Please take advantage of this opportunity.
- Please be REAL in this course. This is not an acting course. Please discuss real issues in your life with your real emotions and feelings. The more you are able to do this the more it will help you in your real life and the more it will help your classmate become a good counselor. That being said, this is not the time to do intense therapy. The issue you present should be appropriate for the classroom setting and a beginning counselor-in-training.
- Please remember that this course is a general introduction to using counseling skills. Specific use of specific skills with specific clients (i.e., children, families, people with disabilities, etc.) will come in later courses and continue as you develop.

LiveText/Watermark Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail
to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement:** FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

**Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Other Policy Information**

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.**
The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

http://www.msresource.com/format.html
http://owl.english.purdue.edu/owl/printable/589/

_Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points._

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**ACA Code of Ethics**
All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas
Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

https://www.counseling.org/resources/aca-code-of-ethics.pdf

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

***RUBRICS will be provided for all assignments in D2L

Course Outline/Calendar (Homework assignments will be announced in class the week before they are due)

*****All dates and assignments subject to change depending on course needs and circumstances. Notices will be provided in advance.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTERS and CLASS DISCUSSION</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Jan 16 | Introduction/Orientation  
Syllabus Review  
Schedule  
Understanding Yourself and Others | Chapter 1-2 DHS |
| Jan 23 | Professional Values, Ethics, and Legal Obligations and Professionalism and Professional Relationships  
Counseling Overview – Introduction of Mock Sessions/Intake | Chapter 3-4 DHS |
| Jan 30 | Developing Working Relationships  
Foundational Interpersonal Skills  
Beginning and Ending a Meeting | Chapter 5-7 DHS  
Chapter 2-3 ETRT  
Clinic Observation 1 is Due |
| Feb 6 | Attending OCA Counseling Conference  
Guest Speaker Clinical Active Listening | Chapter 8 DHS  
Tape 1 is Due |
| Feb 13 | Using Questions | Chapter 9 DHS  
Chapter 4 - ETRT |
| Feb 20 | Exploring and Discovering | Chapter 10 DHS  
Chapter 5 ETRT |
| Feb 27 | Assessing Readiness and Motivation/Stages of Change | Chapter 11 DHS  
Chapter 7-8 ETRT |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 5</td>
<td>Mock Sessions</td>
<td>Tape 2 is due</td>
</tr>
<tr>
<td>Mar 12</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar 19</td>
<td>Identifying Key Problems or Challenges</td>
<td>Chapter 12 DHS Chapter 6 ETRT</td>
</tr>
<tr>
<td>Mar 26</td>
<td>Mock Sessions</td>
<td>Intake is Due</td>
</tr>
<tr>
<td>Apr 2</td>
<td>Establishing Goals</td>
<td>Chapter 13 DHS Clinic Observation 2 is Due</td>
</tr>
<tr>
<td>April 9</td>
<td>Taking Action</td>
<td>Chapter 14 DHS Chapter 9 ETRT</td>
</tr>
<tr>
<td>Apr 16</td>
<td>Mock Sessions</td>
<td>Tape #3 is Due</td>
</tr>
<tr>
<td>Apr 23</td>
<td>Evaluating and Ending Professional Relationships</td>
<td>Chapter 15 DHS Clinic Observation 3 is Due</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Student Meetings</td>
<td>Meet Individually with 5 Students to review Tape 3</td>
</tr>
<tr>
<td>May 7</td>
<td>Final student meetings</td>
<td>Meet with five Students individually to review Tape 3. *Final Rubrics will be submitted into LiveText by Professor.</td>
</tr>
</tbody>
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**RUBRIC FOR TAPE 1**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending</td>
<td>&lt; 20 points</td>
<td>20-30points</td>
<td>30-33 points</td>
</tr>
<tr>
<td><strong>Active Listening</strong></td>
<td><strong>Inadequate use of posture, eye contact, and nonverbal behaviors. Fails to demonstrate warmth. Fails to interject at appropriate times or interrupts clients</strong></td>
<td><strong>Appropriate use of posture, eye contact, and nonverbal behaviors. Interjects at appropriate times.</strong></td>
<td><strong>Exceptional use of posture, eye contact, and nonverbal behaviors, appears natural and comfortable in the role of the counselor, demonstrates warmth. Good balance of listening and interjecting.</strong></td>
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<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Active Listening</td>
<td>&lt; 20 points Inadequate or inaccurate reflection of content and theme of dialogue. Focusing on response rather than client content</td>
<td>20-30 points Reflections of content and theme of dialogue. Paraphrases client comments.</td>
<td>30-33 points Exceptional reflection of content and theme of dialogue in concise form. Uses rephrasing of client’s words.</td>
</tr>
<tr>
<td>Empathy</td>
<td>&lt; 20 points Inadequate reflection of feelings. Does not attend to emotions presented in the session.</td>
<td>20-30 points Accurately reflects feelings of client without over emphasis or under emphasis</td>
<td>30-33 points Exceptional reflection of feelings. Distinguishes between expressed and discussed feelings. Responds to emotions embedded in nonverbal behavior. Uses a variety of methods to share empathic highlights</td>
</tr>
</tbody>
</table>
### RUBRIC FOR TAPE 2

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attending</strong></td>
<td>&lt; 40 points Inadequate use of posture, eye contact, and nonverbal behaviors. Fails to demonstrate warmth. Fails to interject at appropriate times or interrupts clients</td>
<td>40-44 points Appropriate use of posture, eye contact, and nonverbal behaviors. Interjects at appropriate times.</td>
<td>45-50 points Exceptional use of posture, eye contact, and nonverbal behaviors, appears natural and comfortable in the role of the counselor, demonstrates warmth. Good balance of listening and interjecting.</td>
</tr>
<tr>
<td><strong>Active Listening</strong></td>
<td>&lt; 40 points Inadequate or inaccurate reflection of content and theme of dialogue. Focusing on response rather than client content</td>
<td>40-44 points Reflections of content and theme of dialogue. Paraphrases client comments.</td>
<td>45-50 points Exceptional reflection of content and theme of dialogue in concise form. Uses rephrasing of client’s words.</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>&lt; 40 points Inadequate reflection of feelings. Does not attend to emotions presented in the session.</td>
<td>40-44 points Accurately reflects feelings of client without over emphasis or under emphasis</td>
<td>45-50 points Exceptional reflection of feelings. Distinguishes between expressed and discussed feelings. Responds to emotions embedded in nonverbal behavior. Uses a variety of methods to share empathic highlights</td>
</tr>
<tr>
<td><strong>Probing/Questions</strong></td>
<td>&lt; 20 points Asks too many questions. Misses opportunities to use questions effectively. Questions inappropriately redirect the dialogue.</td>
<td>20-22 points Asks appropriate questions. Uses encouragers to facilitate counseling dialogue.</td>
<td>23-25 points Uses questions effectively in order to facilitate the therapeutic process. Appropriate use of several encouragers</td>
</tr>
<tr>
<td><strong>Summarizing</strong></td>
<td>&lt; 20 points Inadequate use of summaries</td>
<td>20-22 points Uses summaries appropriately.</td>
<td>23-25 points Exceptional use of summaries to open and/or close session and assist client in gaining a new perspective</td>
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</table>

### RUBRIC FOR TAPE 3

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<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Attending</strong></td>
<td>&lt; 80 points Inadequate use of posture, eye contact, and non verbal behaviors. Fails to demonstrate warmth. Fails to interject at appropriate times or interrupts clients</td>
<td>80-90 points Appropriate use of posture, eye contact, and nonverbal behaviors. (Both you and your client should be visible on camera in chairs facing each other squarely).</td>
<td>90-100 points Exceptional use of posture, eye contact, and nonverbal behaviors, appears natural and comfortable in the role of the counselor, demonstrates warmth. Good balance of listening and interjecting.</td>
</tr>
<tr>
<td><strong>Active Listening</strong></td>
<td>&lt; 80 points Inadequate or inaccurate reflection of content and theme of dialogue. Focusing on response rather than client content</td>
<td>80-90 points Reflections of content and theme of dialogue. Paraphrases client comments. Interjects at appropriate times.</td>
<td>90-100 points Exceptional reflection of content and theme of dialogue in concise form. Uses rephrasing of client’s words.</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>&lt; 80 points Inadequate reflection of feelings. Does not attend to emotions presented in the session.</td>
<td>80-90 points Accurately reflects feelings of client without over emphasis or under emphasis</td>
<td>90-100 points Exceptional reflection of feelings. Distinguishes between expressed and discussed feelings. Responds to emotions embedded in nonverbal behavior. Uses a variety of methods to share empathic highlights</td>
</tr>
<tr>
<td><strong>Probing/ Challenging</strong></td>
<td>&lt; 40 points Asks too many questions. Misses opportunities to use questions effectively. Questions inappropriately redirect the dialogue.</td>
<td>40-44 points Asks appropriate questions. Uses encouragers to facilitate counseling dialogue.</td>
<td>45-50 points Uses questions effectively in order to facilitate the therapeutic process Appropriate use of several encouragers</td>
</tr>
<tr>
<td><strong>Summarizing</strong></td>
<td>&lt; 40 points Inadequate use of summaries</td>
<td>40-44 points Uses summaries appropriately.</td>
<td>45-50 points Exceptional use of summaries to open and/or close session and assist client in gaining a new perspective</td>
</tr>
<tr>
<td><strong>Goals &amp; Action Talk</strong></td>
<td>&lt; 40 points Enters into problem-solving/exploring too quickly or misses opportunities to focus on action</td>
<td>40-44 points Demonstrates mastery of skills, techniques and timing associated with moving clients toward goal selection and goal-directed action</td>
<td>45-50 points Demonstrates proficiency in the skills, techniques, and timing association with the helping model including dealing with reluctance and resistance, challenging, problem management, and opportunity exploration.</td>
</tr>
</tbody>
</table>