

**George Mason University**  
**College of Education and Human Development**  
**Counseling Program**

EDCD 606.A09– Counseling Children and Adolescents  
3 Credits, Summer 2020

Mondays, Wednesdays, & Fridays 3:45 PM – 6:45 PM – Synchronous Online Blend

**Faculty**

Name: Victoria Stone, PhD, LPC  
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Office Location: Krug Hall Suite 202  
(Counseling Office – Closed for Summer due to Covid-19)  
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**Prerequisites/Corequisites**

Admission to CNDV program, B or better in EDCE 603

**University Catalog Course Description**

Presents theories, techniques, and counseling issues relevant to children and adolescents. Provides practice with an emphasis on process and culturally competent counseling strategies.

**Course Overview**

This course focuses on advanced counseling skills and techniques relevant to children and adolescents and builds on the knowledge and skills learned in EDCE 603. The course is designed to help students develop basic and advanced counseling skills and experience receiving verbal and written feedback on simulated counseling sessions in order to prepare you for your practicum, internships, and a professional career in counseling. The course will also provide insight into role of racial, social, and cultural factors in the development of counseling relationships. Experiential counseling component provides useful feedback to promote the development of relationship building, counseling process, and culturally competent counseling skills.

**Course Delivery Method**

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **CACREP Standards/ Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Increase knowledge of psychology and sociological issues affecting children and adolescents.
2. Understand the interrelationship of school and clinical counseling to contemporary problems of children and adolescents
3. Understand intervention strategies to effectively counsel children and adolescents
4. Develop culturally competent counseling skills
5. Become aware of evidence –based strategies for both prevention/wellness and intervention/counseling to address developmental and mental health issues commonly facing children and adolescents.
6. Develop characteristics and behaviors that influence the counseling process (2.F.5.f)
7. Understand processes for aiding students in developing a personal model of counseling (2.F.5.n)
8. Apply techniques of personal/social counseling in school settings. (5.G.3.f)
9. Provide strategies to promote client understanding of and access to a variety of community-based resources. (2.F.5.k.)
10. Identify signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. (5.G.2.i.)

### **Required Texts**

Vernon, A. & Schimmel, C. J. (Eds.) (2019). *Counseling children and adolescents* (5<sup>th</sup> ed.). San Diego, CA: Cognella Academic Publishing.

*Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.*

### **Recommended Reading**

Bruni, F. (2016). *Where you go is not who you'll be: An antidote to the college admissions mania*. Grand Central Publishing.

Cook-Cottone, C. P., & Kane, L. S. (2015). *The elements of counseling children and adolescents*. Springer Publishing.

Damour, L. (2016). *Untangled: Guiding teenage girls through the seven transitions into adulthood*. Ballantine Books.

Damour, L. (2019). *Under pressure: Confronting the epidemic of stress and anxiety in girls*. Ballantine Books

Dinkmeyer, D., McKay, G.D., & Dinkmeyer, D. (1997). *The parent's handbook*. STEP Publishers.

Erford, B. T. (2014). *40 Techniques every counselor should know* (2<sup>nd</sup> Ed.). Pearson Merrill Prentice Hall.

Deresiewicz, W. (2015). *Excellent sheep: The miseducation of the American elite and the way to a meaningful life*. Free Press.

Farrell, W. & Gray, J. (2018). *The boy crisis: Why our boys are struggling and what we can do about it*. Ben Bella Books, Inc.

Jensen, F.E. & Nutt, A.E. (2014). *The teenage brain. A neuroscientist's survival guide to raising adolescents and young adults*. Harper Collins.

Lahey, J. (2015). *The gift of failure: How the best parents learn to let go so their children can succeed*. Harper Collins.

Levine, M. (2006). *The price of privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids*. HarperCollins.

Levine, M. (2020). *Ready or not. Preparing our kids to thrive in an uncertain and rapidly changing world*. HarperCollins.

Lythcott-Haims, J. (2015). *How to raise an adult: Break free of the over parenting trap and prepare your kid for success*. Henry Holt and Co.

Mogel, W. (2001). *The blessing of a skinned knee: Using Jewish teachings to raise self-reliant Children*. Scribner.

Mogel, W. (2018). *Voice lessons for parents: What to say, how to say it, and when to listen*. Scribner.

Sigel, D.J., & Bryson, T.P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Bantam Books.

- Sigel, D.J., & Bryson, T.P. (2016). *No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind*. Bantam Books.
- Sigel, D.J., & Bryson, T.P. (2018). *The yes brain. How to cultivate courage, curiosity, and resilience in your child*. Bantam Books
- Sigel, D.J., & Bryson, T.P. (2020). *The power of showing up: How parental presence shapes who our kids become and how their brains get wired*. Ballantine Books.
- Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. First Mariner Books.
- Stixrud, W., & Johnson, N. (2018). *The self-driven child. The science and sense of giving your kids more control over their lives*. Penguin Random House.
- Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood and what that means for the rest of us*. Atria Books.
- Vernon, A. (2002). *What Works When with Children and Adolescents: A Handbook of Individual Counseling Techniques*. Research Press.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

### **Assignments and/or Examinations**

**Assignment 1:** Participation, Attendance, and Practice Sessions, (20% of total grade)  
(CACREP Standard: 3, 4, 6, 8)

1. As a skill-based class, we will spend time processing information through class discussion, skill demonstration, and practice. Class attendance and active participation is vital not only to your learning, but to your classmates' learning as well.

The participation grade is based upon:

- a. **Attendance**- students are expected to attend every face-to-face class meeting.
- b. **Punctuality** – students are expected to be ready to participate when class begins, and to stay for the duration of class time.
- c. **Reading** – students are expected to read *all* of the assigned material each week.
- d. **Lecture/Supplemental Material Review** – Each week, students are expected to watch the lecture and any assigned supplemental material (videos, clips, etc.,)
- e. **Active participation** - students are expected to actively participate in class exercises and practice sessions
- f. **Substantive contributions** - students are expected to make substantive contributions to class discussions

2. School Counseling students may complete the required VA Mental Health module for licensure. Module information will be provided on Bb.

### **Assignment 2: Recording and Self-Evaluation** (30% of total grade)

Students will submit the *recording and supplemental materials* to Blackboard by the date indicated on the course schedule (CACREP Standard: 6, 7, 8)

- Each week, students will practice skills with a classmate who is *playing the role of a child or adolescent*. Practice sessions will take place during weekly class meetings and further class meetings can be scheduled with classmates and conducted over Zoom or WebEx.
- Students will choose *one* of their weekly practice sessions to record and present to the instructor.
- Recorded counseling sessions will be twenty (20) to thirty (30) minutes in length (attention should be paid to the age and developmental level of the child portrayed in the role). Students will select a fifteen (15) minute portion of the session for the instructor to review (guidelines on Bb).
- Student performance will be assessed based on:
  - a) effective use of appropriate counseling strategies based on the developmental stage of the child and cultural considerations,
  - b) case conceptualization (form on Bb),
  - c) self-reflection and evaluation of skills (2 pgs.)
    - Students are encouraged to incorporate strategies and approaches learned throughout the semester into their sessions.

### **Assignment 3: Weekly Reflection** (25% of total grade)

(CACREP Standard: 1, 2, 3, 4, 5, 6, 7,)

Students will review the materials in the weekly content folder (lecture, videos, etc..) and will write a one to two (1-2) page reflection on the theory or skill covered. Weekly reflections will be uploaded to Blackboard under the assignments tab.

### **Assignment 4: Skills Analysis and Self-Reflection Paper** (25% of total grade)

(CACREP Standard: 4, 7)

In order to ensure ongoing professional development and growth it is vital for counselors to continually engage in self-reflection. This assignment will provide students the opportunity to engage in that process by producing a brief (2-3 page) narrative in which the student will identify current areas of strength (glows), areas of growth (grows), and plans for continued future improvement (professional development, volunteering, etc.).

### **Other Requirements**

#### **Course Expectations**

**Electronic Devices:** Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

**Attendance:** In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. One unexcused absence will automatically lower the students' semester grade. Two unexcused absences will result in failing the class. Excused absences

can only be arranged with instructor on a case by case basis. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade. If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the course this semester or taking the course during another semester.

**Assignment Policy:** As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line. In addition, students should check Blackboard and their GMU email for course updates on a daily basis. Most course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

**Grading**

Participation, Reading, Practice, and Attendance	20%
Weekly reflection on theory, skills, and practice	25%
Recorded Counseling Session	30%
Final Skills Analysis and Reflection Paper	25%

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

**A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]**

**Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

**Professional Dispositions Assessment**

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
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<b>Basic</b>	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
<b>Intermediate</b>	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
<b>Advanced</b>	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- 4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- 3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- 2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- 1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.



### Class Schedule

Wk.	Date/ Activity	Topic	Reading Vernon & Schimmel	Assignments Due	CACREP Standard (content)
1	<b>6/1:</b> Face-to Face (FTF) class <b>6/3:</b> Complete work in Bb folder <b>6/5:</b> Complete work in Bb folder	Orientation & Syllabus Brains Under Construction Basic Skills, ACES	1 & 2  Wk. 2 articles (Bb)	Reflection on week one content <b>Due 6/7</b>	6, 9
2	<b>6/8:</b> Face-to Face (FTF) class <b>6/10:</b> Bb folder <b>6/12:</b> Bb folder	Skill work REBT Transactional Analysis (TA)	7	Reflection on week two content <b>Due 6/14</b>	6, 7, 8
3	<b>6/15:</b> Face-to Face (FTF) class <b>6/17:</b> Bb content folder <b>6/19:</b> Bb content folder	Skill work SFBT Reality Therapy	5  6	Reflection on week three content <b>Due 6/21</b>	6, 7, 8
4	<b>6/22:</b> Face-to Face (FTF) class <b>6/24:</b> Bb content folder <b>6/26:</b> Bb content folder	Skill work Adler/Parenting Counseling at-Risk <i>kids/Mandated Reporting</i>	13, 14  10 & 11	Reflection on week four content <b>Due 6/28</b>  <b>Recording Due 6/28</b>	6, 7, 8, 9, 10
5	<b>6/29:</b> Face-to Face (FTF) class <b>7/1:</b> Bb content folder <b>7/3:</b> Bb content folder	Skill work Grief Ideas & Inspirations	Bb Folder	Reflection on week five content <b>Due 7/5</b>  <b>Skills Analysis and Self-Reflection Paper Due 7/5</b>	4, 6, 7, 8, 9

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

## **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

**Assessment Rubric(s)**

***A.5.a.1 – SC: Tape Review Assignment in 606***

	%	<b>Exceeds Standards 4</b>	<b>Meets Standards 3</b>	<b>Approaching Standards 2</b>	<b>Below Standards 1</b>
1. Counseling skills KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n	20	Counselor demonstrates at least ten exceptional counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).	Counselor demonstrates at least ten counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).	Counselor demonstrates some counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).	Counselor demonstrates few counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving).
2. Skills use KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n	20	Counseling skills are always used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.	Counseling skills are usually used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.	Counseling skills are sometimes used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.	Counseling skills are rarely used effectively or appropriately to allow the client/student to identify/apply strategies to/or resolve a concern.

3. Nonverbals KPI A.5.a.1; CACREP 2.F.5.f	20	Counselor demonstrates exceptional and consistent open body posture and appropriate tone	Counselor demonstrates an open body posture and appropriate tone throughout most of the session	Counselor demonstrates an open body posture and appropriate tone during some of the session	Counselor rarely demonstrates an open body posture or appropriate tone
4. Reflecting KPI A.5.a.1; CACREP 2.F.5.f	20	Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout the entire session	Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout most of the session	Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout some of the session	Counselor rarely demonstrates the ability to accurately reflect the client/student's expression of content, affect, or meaning
5. Structure  KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n	20	Throughout the entire session, counselor demonstrates the exceptional ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session effectively.	Throughout most of the session, counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session effectively.	Throughout some of the session, counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session somewhat effectively.	Counselor fails to demonstrate the ability to maintain structure, focus, or direction of the interview, proceeding through defined stages or ending the session effectively.