George Mason University
College of Education and Human Development
Counseling Program

EDCD 609.D01 – Counseling Skills and Strategies for Adults
3 Credits, Summer D 2024
Wednesday, 5:00 – 9:00 PM
Synchronous Online

Faculty
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Prerequisites/Co-requisites
B or better in EDCD 611 or 654

University Catalog Course Description
Covers counseling skills, process and strategies for adults that are associated with major counseling theories. Provides intensive practice in both technical and conceptual skills with adults, emphasizing self-awareness, case conceptualization, racial-cultural considerations, and supervised practice in a community setting.

Course Overview
EDCD 609 expands and refines the basic listening and attending skills learned in EDCD 603. Students will work towards developing expertise in case conceptualization, treatment planning, and application of more advanced counseling skills. In addition, students will focus on therapist variables, self-knowledge and the counseling relationship as the essential elements for effective counseling. Students will study and practice techniques and strategies from major counseling theories while exploring the need for self-awareness and role of cultural issues in the application of these approaches. Students will gain solid skills that will be the foundation for application of these approaches in laboratory courses; they will be able to plan a course of counseling that is consistent with their personal attributes and theoretical preferences while being attentive to the diverse needs of clients.

Course Delivery Method
This course will be delivered online (100% or more) using a synchronous 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 **the first day of class.**

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
  -
  - 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
- 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 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:
- 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/

Expectations

- 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.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Apply basic counseling skills with increased consistency and effectiveness.
2. Understand and apply the technical and conceptual skills associated with major counseling theories, principles and topics. (CACREP 2.F.5.n.)
3. Demonstrate an understanding of clinical mental health counseling models and approaches (CACREP 5.C.1.b.)
4. Understand a range of suicide prevention models and strategies (CACREP 2.F.5.l)
5. Demonstrate self-awareness with regard to personal values and biases and cultural worldview, and understand how these factors can influence the therapeutic relationship (CACREP 2.F.5.f.)
6. Integrate all aspects of counseling such as; case conceptualization, treatment planning, establishment of therapeutic relationship, the progression of the session and effective termination. (CACREP 5.C.1.c.; 5.C.3.a.)
7. Provide clear and constructive feedback to classmates.
8. Accept and implement feedback from the instructor and classmates.
9. Display an ongoing commitment to personal growth and development.

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f)	This Standard is part of Course Objective #5, which is addressed in Classes 3, 11, and 15 on "Processes of psychotherapy"	Assigned readings that discuss this Standard include: Chapters 2 & 5 of Cavanagh & Levitov (2002) Additionally, this Standard is measured as part of the Transcript Key Assignment, which assesses KPI A.5.a.1
suicide prevention models and strategies (CACREP 2.F.5.l)	This Standard is part of Course Objective #4, which is addressed in Class 8 on "Safety-related clinical issues"	Assigned readings that discuss this Standard include: Chapter 3 in *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* and Chapters 8 & 9 in *Where to start and what to ask: An assessment handbook*
processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.n)	This Standard is part of Course Objective #2, which is addressed in Class 6 on "Theories and strategies"	Course activities that discuss this Standard include: class-based discussion on transtheoretical and wellness models

		Additionally, this Standard is measured as part of the Transcript Key Assignment, which assesses KPI A.5.a.1
theories and models related to clinical mental health counseling (CACREP 5.C.1.b)	This Standard is part of Course Objective #3, which is addressed in Classes 2, 5, and 7 on "History and roles of CMHCs", "Introduction to treatment planning" and "Assessment and diagnosis"	Assigned readings that discuss this Standard include: Gerig (2016), and Chapters 1, 2, 4 & 5 in *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* Additionally, this Standard is measured as part of the Advanced Counseling Skills Paper Key Assignment, which assesses KPI A.9-CMHC.a.1
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c)	This Standard is part of Course Objective #6, which is addressed in Classes 4, 5, and 13 on "Clinical interviewing", "Introduction to treatment planning", and "Continuing professional development"	Assigned readings that discuss this Standard include: Cameron & turtle-song (2002), Myers et al. (2000) Additionally, this Standard is measured as part of the Advanced Counseling Skills Paper Key Assignment, which assesses KPI A.9-CMHC.a.1
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a)	This Standard is part of Course Objective #6, which is addressed in Classes 4, 5, and 13 on "Clinical interviewing", "Introduction to treatment planning", and "Continuing professional development"	Assigned readings that discuss this Standard include: Chapters 8 & 9 in *Where to start and what to ask: An assessment handbook* and Chapter 1 in *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*

Additional professional standards addressed in this course:

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Counseling & psychotherapy techniques"

Required Texts

Kress, V., & Paylo, M. (2019). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment.* New York, NY: Pearson

Lukas, S. (2012). *Where to start and what to ask: An assessment handbook.* New York, NY: W.W. Norton and Company

Optional Text
 Ivey, A, Ivey, M., & Zalaquett, C. (2016). *Essentials of intentional interviewing: Counseling in a multicultural world (*3rd ed.) Boston, MA: Cengage Learning

Additional Readings

Cameron, S. & turtle-song, I. (2002) Learning to write case notes using the SOAP format. *Journal of Counseling & Development, 80*(3), 286—292. https://doi-org.mutex.gmu.edu/10.1002/j.1556-6678.2002.tb00193.x

Gallo, L. L., Moro, R. R., & Moore, L. (2019). Suicide content published in counseling journals: A 21-year content analysis to inform research and practice. *Journal of Mental Health Counseling, 41*(2), 158–172. https://doi-org.mutex.gmu.edu/10.17744/mehc.41.2.05

Gerig, M. S. (2016). *The professional identity of clinical mental health counselors* [White paper]. American Mental Health Counselors Association. https://www.dropbox.com/s/eaasn8378sw5bu3/ProfessionalIdentifyWP_MGFINAL.pdf?dl=0

Hartwig Moorhead, H., Duncan, K., & Fernandez, M. (2023) The critical need for professional advocacy: A call to the counseling profession to value professional counselor identity. *Journal of Counselor Leadership & Advocacy, 3*(2), 95—110. https://doi.org/10.1080/2326716X.2023.2178985

Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The Wheel of Wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling & Development, 78*(3), 251–266. https://doi-org.mutex.gmu.edu/10.1002/j.1556-6676.2000.tb01906.x

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor. (e.g., Blackboard, VIA, hard copy).

All assignments must be submitted on Blackboard unless otherwise specified by the instructor.

- **Assignments and/or Examinations**

  Written Assignments
  APA Format: Students in Counseling program courses are expected to use APA style (7th Ed.) for written papers. Grading on written work will consider the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. You are expected to submit all work on the assigned dates.

  Counseling Sessions (15 points): Students will lead three 45 to 50-minute counseling sessions this semester—1 with an assigned class client and 2 with a volunteer client (volunteer clients or HDFS undergraduate students). You will tape each of these sessions and provide the recordings to the instructor to review. You will transcribe the complete first session with your class client (see instructions, below). Note: these sessions are not graded. You will receive full points if you complete these sessions and turn in all required tapes and transcripts by the due dates listed on the course schedule.

Transcript (20 points): Students will transcribe the full first session with their class client—transcripts will include a list of skills used for each statement, interventions that were used with rationales provided, and a paragraph detailing students' strengths and growth areas.
(Key Assignment: KPI A.5.a.1; CACREP 2.F.5.f, 2.F.5.n)

Advanced Counseling Skills Paper (35 points): The purpose of this paper is for you to reflect on your work with your volunteer client and to assess your counseling skills at this point in your training. This is not a research paper.
(Key Assignment: KPI A.9-CMHC.a.1; CACREP 5.C.1.b, 5.C.1c)

Part 1 (3-4pages):
   A. Write a biopsychosocial assessment of your client. Chapter 13 (How to write an assessment) in the Lukas text provides some ideas on how to write this assessment. **NOTE:** the final section of the assessment discussed by Lukas is the DSM Diagnosis. Rather than providing a DSM diagnosis, I want you to discuss descriptively what you think are the current life challenges facing your client, and the extent to which your client is currently able to meet those challenges.

   B. **Client Conceptualization**. Provide the underlying reasons for the life challenges (described above)—relate your rationale to a theoretical approach.

   C. Write a concise Treatment Plan (using the standardized format that we have studied). The treatment plan should include both goals (short and long term) and objectives, your counseling/theoretical approach(s) and why you chose this approach, and techniques you implemented/could implement in the future.

Part 2 (1 page): Summary of Sessions
   Briefly summarize each session you had with your real client. In your summary include the goal of the session, what counseling approach you used, what techniques were incorporated and your overall assessment of each session.

Part 3 (1 page): Summary of Counseling Skills Assessment
   A. Based on your review of the video tape of your sessions with your real client, critically evaluate your effectiveness as a counselor during those sessions, i.e., your ability to be present and empathically engaged with your client, interventions you made that you believe were helpful, interventions you made that you believe were not helpful, any issues that arose during the session which you found particularly challenging, your overall evaluation of your effectiveness with the client, and areas you may want to pursue if you were to continue with your client. In your critique of your work, give direct quotes from your video to exemplify the points you are making. In this discussion I expect you to assess both your strengths and growth areas as a helper at this point in your professional development, and your plan for addressing, over time, what you judge to be areas in which you need growth, improvement, change or help. **(6 pages maximum)**

Counseling Skills Evaluation (20 points): You will be evaluated by your instructor at the end of the semester on your ability to build a therapeutic relationship with your clients and to use appropriate counseling skills. A rubric (posted on BB) will be used to evaluate your counseling sessions and skills. Students will receive skills/counseling sessions feedback (feedback from peers and instructor) throughout the semester and have the opportunity to discuss their progress with the instructor.

Case Presentation (no points assigned): You will have the opportunity to present your volunteer client "case" to the class. The presentation will be discussion based and will consist of a review of the first counseling session you experienced with your volunteer client. During the presentation, you will demonstrate your ability to: 1) conceptualize the client and his/her presenting concerns 2) self-reflect on your strengths and growth areas and 3) request and accept feedback. An outline and structure to follow will be provided in class. Presentations are an opportunity for students to gain experience presenting a case to a group and to receive skills feedback.

Class Attendance/Participation (10 points):
Students are expected to attend each class and complete all reading assignments for class. Due to the limited time class attendance is indispensable. Therefore, it is expected that students will attend all classes (which includes arriving on time and staying for the entire class). This course relies heavily on experiential exercises to foster skill development therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-members as well. If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester.

Please alert the instructor if you will be missing class or significantly late. Only one unexcused absence is permitted, and excessive missed time may impact your grade. The use of any electronic devices, to include laptops, cell phones and tablets are not permitted during class. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. In general, my grading of class participation is determined as follows:

> **10**: Attends all classes, arrives on-time, and actively participates in most classes
> **9:** Attends all classes, arrives on-time, and moderately participates in most classes OR misses one class (unexcused), arrives on-time, and actively participates in most classes
> **8:** Misses one class, arrives on-time, and moderately participates in most classes
> **7:** Misses one class and/or several times late to class and/or low participation in most classes
> **6-below:** Misses one class and/or chronic lateness and/or minimal participation in most classes

Classroom participation is a vital part of this course. Students will contribute to class discussions and engage in all the activities including student role-play interviews, counseling dyads/triads and process observation. Students' progress in applying skills and strategies and providing feedback to classmates will be monitored weekly by the instructor. Specific class activities will include simulated counseling dyads and process observation as well as "real" counseling sessions with community clients.

- **Other Requirements**
A video or audio recorder will be required by all students for practicing counseling skills throughout the course.

- **Grading**
  - Counseling sessions (3)   15 points
  - Transcript of student session: Foundational Skills   20 points

- o Paper: Advanced Skills and Treatment Planning   35 points
- o Counseling skills/tape evaluation   20 points
- o Class Participation   10 points

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Every student registered for EDCD609 is required to submit the Advanced Counseling Skills Paper to VIA in Blackboard. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions (PD) Assessment
Professional Dispositions Assessments are completed by instructors in all required courses. A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in "basic or pre-practicum level" courses may demonstrate the disposition sometimes or inconsistently. Students in "intermediate or practicum level" courses should demonstrate the disposition more often or frequently. Students in "advanced or internship level" courses should demonstrate the dispositions always or almost always. The courses are assigned to levels as follows:

Course Level	*Courses*
Basic (Pre-Practicum)	*Core*: 602, 601, 525, 603, 609, 606, 604, 656 *CMHC*: 654, 652, 658 *SC*: 613, 611, 626
Intermediate (Practicum)	*Core*: 608, 660, 628, 619, 610, 797 *CMHC:* 750 *SC:* 751
Advanced (Internship)	*CMHC:* 792, 794 *SC:* 793, 795

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 except 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
TXT= Text (Kress & Paylo, 2019) BB= Blackboard

CLASS	DATE	TOPIC	DUE DATES	Course Obj. #
1	5/15/24	Introduction to the course History and roles of CMHCs Professional identity, training, and approaches	BB: Gerig (2016) Hartwig Moorhead et. al. (2023)	1, 3
2	5/22/24	Review of foundational skills Advanced therapeutic skills Processes of psychotherapy • Phases of counseling • The counseling relationship • Reflection and self-awareness	Review skills readings from 602 BB: Cavanagh and Levitov (2002) Ch. 2 & 5	3, 5
3	5/29/24	Clinical interviewing • Elements and types of interviewing • Handling the initial intake interview • Informed consent • Mental Status Introduction to treatment planning • I CAN START model • Session planning and goal	Lukas Chapters 1, 2 & 3 BB: Polanski and Hinkle (2000) TXT Chapter 1	3,6

		setting		
4	6/5/24	Theories and strategies • Overview of theories • Transtheoretical and wellness models Integrating theory into treatment planning	BB: Myers et. al. (2000) **Student Tape DUE** **Transcript DUE** **Theoretical Orientation Scale**	2
5	6/12/24	Assessment and diagnosis • What to look for • Pros and cons of diagnosis • Ethical and cultural considerations	TXT Chapter 2 & 4/5, and one additional of your choice	3
6	6/19/24	Meet with Dr. Dillard		
7	6/26/24	Safety-related clinical issues • Identifying and managing high-risk clients Case conferences Termination considerations Referral guidelines	TXT Chapter 3 Lukas Chapters 8 & 9 BB: Gallo, et. al. (2019) **Case presentation outline**	1, 4, 7, 8, 9
8	7/3/24	No class-client session time	**Client Tape #1 DUE**	
9	7/10/24	Documentation • Case notes • Assessment report • Treatment plan review Continuing professional development Self-care and burnout prevention	Lukas Chapter 13 BB: Cameron and turtle-song (2002) **Client Tape #2 DUE**	6.9
10	7/17/24	Tape review and final skills evaluation	**Final Paper DUE** Meet with Dr. Dillard	1, 5, 8, 9

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

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/.

Counseling Program Mission Statement
Mason's Counseling Program infuses values integral to the preparation of professional counselors—social justice, multiculturalism, internationalism, advocacy, and leadership—into its celebrated curriculum. Graduates are prepared to assume leadership roles; be proactive change agents; and become advocates for social, economic, and political justice. By working through interdisciplinary teams as well as infusing teaching, research, service, and professional practice, the Mason counseling program will prepare the next generation of counselors to serve the collective needs of individuals through local, national, and international contexts.

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/ http://oai.gmu.edu/the-mason-honor-code/).
- 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments . 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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing 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)

Tape Review Assignment in 609 (Key Assignment: KPI A.5.a.1; CACREP 2.F.5.f, 2.F.5.n)

Component	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Counseling relationship KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n		Counselor demonstrates an exceptional and consistent ability to develop and deepen the counseling relationship by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.	Counselor demonstrates an ability throughout most of the session to develop and deepen the counseling relationship by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.	Counselor demonstrates some ability during some of the session to develop and deepen the counseling relationship by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.	Counselor demonstrates little or no ability throughout most of the session to develop and deepen the counseling relationship by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.
2. Nonverbals KPI A.5.a.1; CACREP 2.F.5.f	20	Counselor demonstrates exceptional and consistent open body posture, appropriate tone, and effective use of minimal encouragers	Counselor demonstrates an open body posture, appropriate tone, and effective use of minimal encouragers throughout most of the session	Counselor demonstrates an open body posture, appropriate tone, and effective use of minimal encouragers during some of the session	Counselor rarely demonstrates an open body posture, appropriate tone, or effective use of minimal encouragers
3. Questions KPI A.5.a.1; CACREP 2.F.5.f	20	Counselor utilizes open and close-ended questions appropriately throughout the entire session	Counselor utilizes open and close-ended questions appropriately throughout most of the session	Counselor utilizes open and close-ended questions appropriately throughout some of the session	Counselor rarely utilizes open and close-ended questions appropriately

4. Reflecting KPI A.5.a.1; CACREP 2.F.5.f	20	Counselor demonstrates the ability to accurately reflect the client's expression of content, affect, and meaning throughout the entire session	Counselor demonstrates the ability to accurately reflect the client's expression of content, affect, and meaning throughout most of the session	Counselor demonstrates the ability to accurately reflect the client's expression of content, affect, and meaning throughout some of the session	Counselor rarely demonstrates the ability to accurately reflect the client'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.

Advanced Counseling Skills Paper in 609 (**Key Assignment: KPI A.9-CMHC.a.1; CACREP 5.C.1.b, 5.C.1c**)

Component	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
Part 1 (3-4pages):					
A. Biopsychosocial Assessment A.9-CMHC.a.1; CACREP 5.C.1.c	15	Provides a thorough assessment that accurately and completely follows the Lukas example and also includes a detailed description of the client's strengths and current life challenges	Provides a thorough assessment that mostly follows the Lukas example and also includes an adequate description of the client's strengths and current life challenges	Provides an assessment that follows some of the Lukas example and also includes a limited description of the client's current strengths and life challenges	Provides no assessment or an assessment that mostly fails to follow the Lukas example; little or no inclusion of a description of the client's strengths and current life challenges

B. Client Conceptualization A.9-CMHC.a.1; CACREP 5.C.1.c; 5.C.1.b	10	Provides clear and meaningful underlying reasons for the life challenges (described above)	Provides clear underlying reasons for the life challenges (described above)	Provides some limited underlying reasons for the life challenges (described above)	Underlying reasons are not provided or they are unclear
C. Theoretical approach A.9-CMHC.a.1; CACREP 5.C.1.c; 5.C.1.b	15	Accurately, clearly, and meaningfully relates the rationale and conceptualization to a theoretical approach.	Accurately relates the rationale and conceptualization to a theoretical approach.	Relates the rationale and conceptualization to a theoretical approach in a limited way.	Fails to relate the rationale or conceptualization to a theoretical approach or does so in an inaccurate or cursory way.
D-1. Treatment Plan A.9-CMHC.a.1; CACREP 5.C.1.c; 5.C.1.b	15	Treatment plan is exceptionally well thought out, concise, and accurately follows the I CAN START model, including SMART goals (short and long term) and objectives	Treatment plan accurately follows the I CAN START model, including SMART goals (short and long term) and objectives with a few errors	Treatment plan somewhat follows the I CAN START model, including SMART goals (short and long term) and objectives with some errors	Treatment plan does not accurately follow the I CAN START model and/or is missing SMART goals (short and long term) and objectives; many errors
D-2. Proposed interventions A.9-CMHC.a.1; CACREP 5.C.1.c; 5.C.1.b	15	Proposed interventions are exceptionally clear and appropriate, and logically flow from the treatment plan and presenting issue.	Proposed interventions are appropriate and logically flow from the treatment plan and presenting issue few errors.	Proposed interventions are included and flow from the treatment plan and presenting issue some errors.	Proposed interventions are not included or do not logically flow from the treatment plan and presenting issue.
Part 2 (1 page): Summary of Sessions A.9-CMHC.a.1; CACREP 5.C.1.c; 5.C.1.b	15	Each session conducted with the practice client is briefly but clearly and thoroughly summarized. The summary includes the purpose of the session, and what counseling approaches were used	Each session conducted with the practice client is briefly summarized. The summary includes the purpose of the session, and what counseling approaches were used	Each session conducted with the practice client is briefly summarized. The purpose and counseling approaches are stated, but there are some areas which are incomplete or unclear.	Some of the sessions were summarized. The purpose of the sessions or the counseling approaches are not stated, misunderstood, or unclear.

Part 3 (1 page): Summary of Counseling Skills Assessment A.9-CMHC.a.1; CACREP 5.C.1.c; 5.C.1.b	15	All of assessment critically and accurately evaluates effectiveness of counselor during counseling session, using theories/models	Most of assessment critically and accurately evaluates effectiveness of counselor during counseling session, using theories/models	Some of assessment critically and accurately evaluates effectiveness of counselor during counseling session	Most of assessment fails to critically or accurately evaluate effectiveness of counselor during counseling session