



Department of Counseling and Student Affairs

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Assistant Professor

CMHC Program Coordinator

Addiction Certificate Coordinator

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COURSE

CNS 559 Techniques in Counseling. Focus on the development of basic and advanced counseling skills and procedures. The course facilitates refinement of the skills needed in providing counseling intervention.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of, as well as opportunities to develop basic and advanced counseling skills and procedures.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards as well as the EPSB SC standards as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

5. COUNSELING AND HELPING RELATIONSHIPS

- f. counselor characteristics and behaviors that influence the counseling process
- i. development of measurable outcomes for counseling*
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

CLINICAL MENTAL HEALTH COUNSELING

C.3. PRACTICE

- C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues*

EPSB SC

2.6. COUNSELING AND HELPING RELATIONSHIPS

- 2.6.f. Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
- 2.6.i. Development of measurable outcomes for clients*.
- 2.6.j. Evidence-based counseling strategies and techniques for prevention and intervention.

2.6.n. Processes for aiding students in developing a personal model of counseling.

REQUIRED AND RECOMMENDED COURSE READINGS

Required Text:

Ivey, A. E., Ivey, M.B., & Zalaquett, C.P. (2014) *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed.). Brooks/Cole: Belmont, CA

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. The following methods of instruction may be used in order to facilitate learning of this class: lecture, PowerPoint, graphs, charts, videos, kinesthetic learning activities, classroom presentations, group activities, discussion, and individual or group presentations. This list is not intended to be all inclusive, but rather a sample of methods that may be utilized throughout the semester.

Students will be expected to self-disclose during the practice sessions and discussions; with the understanding that everything mentioned in class or in small groups should be held in strict confidence. Role-plays in the classroom setting are essential to simulating the counseling experience and representing the traditional counseling format. Role-plays will be performed in dyads, in front of the class or in small skills groups. In role-plays, it is necessary for students to function as both the client and counselor. To simulate accurately the content, verbal, and nonverbal behaviors of the clients in a counseling session, it is suggested that the scenarios used in the role-plays be based on personal experience. The types of issues appropriate for role-plays will be discussed in detail in class. These types of experiential learning affords students the opportunity to self observe skill development as well as receive feedback from both the instructor and peers.

- Please note the following:
 - Information shared during role-plays and other discussions is considered strictly confidential. Students are not to discuss role-plays outside of class with members of the class or with anyone not in class. Breach of role-play confidentiality is regarded very seriously, and may result in an administrative withdrawal from the class.
 - As a counselor-trainee, students are not providing personal counseling or therapy.
 - In order to keep classroom exercises within the boundaries of an academic experience and not move into the realm of personal counseling, students are strongly encouraged not use current personal issues that disclosure to the group may cause embarrassment or unnecessary emotional distress to themselves or others.

All students are encouraged to meet with other skills groups or class members to practice skills **in addition to class skills group time**. These sessions should focus on applying feedback received in class and producing possible tapes for midterm and final evaluations (see below). This class requires lots and lots of practice – it is not like any other class where you can simply read about the material. You **MUST** be able to show you can do the basic skills.

COURSE REQUIREMENTS

Classroom Participation

The major forum for learning in this class is through classroom discussion, experiential activities, and demonstrations. Therefore all students are expected to participate during class time and attend all scheduled classes. Students who miss more than three classes for any reason will need to meet with the professor. Consequences for unexcused absences include receiving an “F” or “Incomplete” in the course; and will be determined in consultation with department head. Students will also be providing feedback to their peers throughout the semester. (Appendix E) The student’s feedback will be evaluated by the professor. **(30 points)**

Informed Participation - Learners will be prepared to actively participate in class discussions and activities, including group work. Participation assumes that the learner has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and other’s learning. The student must understand that having little or no involvement in class discussions or problematic involvement in group projects will contribute to neglecting this portion of the final grade. ***The instructor reserves the right to reduce a learner’s grade for consistent lack of informed participation.***

Microskills Quiz (*CACREP Key Assessment, Standard CORE 5.f., 5.i., 5.j., 5.n.; KY EPSB Key Assessment, Standard CORE 2.6.f., 2.6.i., 2.6.j., 2.6.n.)*

Four quizzes will be given to assess your ability to identify various counseling skills and techniques. The quizzes will be accessed via BlackBoard.

(5 points each = 20 points total)

First Video Demonstration and Transcription (*CACREP Key Assessment, Standard CORE 5.f., 5.j., 5.n., CMHC C.3.b.; KY EPSB Standard CORE 2.6.f., 2.6.j., 2.6.n.)*

Students will have multiple opportunities to practice and demonstrate skills throughout the course and will be provided with ongoing feedback from the instructor and peers. The mid-term video will be 10 minutes in length.

You are expected to show a minimum of basic counseling skills. A Counseling Skills Scale Rubric for this assignment is located in Blackboard. Additionally, you will need to transcribe your counseling session. This requires time to write verbatim what you and your client say and do in the counseling session. You will be expected to identify your counseling interventions (skill identification), an alternate response (what you wish you had said.) as well as self awareness. A template with the format is found in the syllabus below (Appendix C). You may submit your transcription with your video on a jump drive or use the video from the clinic. **(20 points)**

Case Conceptualizations (*CACREP Key Assessment, Standard CORE 5.i., C.3.b.; KY EPSB Key Assessment, Standard CORE 2.6.i.)*

Students will complete a case conceptualization and present them during class session. The format for the case concept can be found in the syllabus below (Appendix D). **(10 points)**

Final Video Demonstration and Transcription (*CACREP Key Assessment, Standard CORE 5.f., 5.j., 5.n., CMHC 3.b; KY EPSB Standard CORE 2.6.f., 2.6.j., 2.6.n.*)

Students will conduct a 10 minute counseling session that demonstrates competence in counseling skills learned throughout the semester. Additionally, you will need to transcribe your counseling session (Appendix C). The transcription will be uploaded to the CEBS On-line Portfolio System.

(20 points)

****Students are required to sign and submit the *CSA Policy on Security of Media* form at the beginning of the course. See Appendix B.**

STUDENT EVALUATION CRITERIA AND PROCEDURES

Rubrics for the assignments are noted at the end of the syllabus. Percentages of points counting towards the final grade are distributed as follows:

GRADING SCALE

100 – 90 points = A
89 - 80 points = B
79 - 70 points = C
69 - 60 points = D
59 points and below = F

P OINTS

Classroom Participation	26 points
Quizzes	20 points
Feedback	4 points
First Video	20 points
Case Conceptualization	10 points
Final Video	<u>20 points</u>
Total	100 points

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able

to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC AND PROFESSIONAL INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Selfplagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their "previously published work as new scholarship (p. 16)." It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper to meet a course requirement in another course. Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

A tutorial is posted online in the Student Handbook. In the Statement of Understanding Form you sign regarding responsibility for policies and procedures presented in the handbook, the following statement and signature line is included:

“I also attest that I have successfully completed the plagiarism tutorial as required by the department and will be held responsible for upholding department and university standards for ethical behavior and academic integrity.”

Signed _____

Students enrolled in the Department of Counseling and Student Affairs are expected to conduct themselves professionally. For example, students will be asked throughout the program to engage in self-reflection activities in which they will share personal information with other classmates. Such information is not to be shared outside of the class and must remain strictly confidential. A breach of confidentiality is considered a serious ethical and professional violation. Other expectations related to professional behavior include respecting divergent points of view, contributing to a positive classroom environment, receiving and giving feedback from others respectfully. See additional details regarding expectations for professional behavior in the CNS Student Handbook.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

Due to the interactive nature of this course, the use of computers is not recommended. If you chose to use your computer to take down notes during class time, you may not surf the web, email, shop, or work on other assignments during class time. You may be asked to leave your computer in your book bag or at home if you are found to be doing this during class time. If you are awaiting an emergency phone call, please place your phone on silence and you may check it during the break. Please do not hesitate to speak with me about any circumstances or issues. I appreciate being made aware of this.

LATE OR MISSING ASSIGNMENTS

Late assignments are deducted one letter grade per day late, including weekends and holidays. Assignments are due at the time indicated. Deduction of points begin once the due date time has elapsed. For example, if an assignment is due at 5pm and turned in at 6pm, it will be deducted one letter grade. If the student has informed the instructor ahead of time that they will be absent on a day that an assignment is due that assignment must be completed prior to the absence. Students are encouraged to notify the instructor by email as soon as they anticipate problems completing assignment. Late work will not be accepted one week past the due date.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

*****The syllabus and grading requirements may be changed if unforeseen extenuating circumstances occur. If such an event occurs, class members will be properly informed.**

Course Schedule

Date	Activities/Readings	Assignments Due
8/29/18	Course Introductions, Syllabus Review, Triads Assigned	
9/5/18	Chapters 1-3 CACREP Standards: <i>CORE 5.f.;5.j.;5.n.</i>	
9/12/18	Chapters 4 & 5 CACREP Standards: <i>CORE 5.f.;</i> <i>5.j.;5.n.</i>	Blackboard Quiz 1 Due by 4pm (Chapters 1-3) CACREP Standards: <i>CORE 5.f.;5.j.;5.n.</i>

9/19/18	Chapter 6 CACREP Standards: <i>CORE 5.f.; 5.j.; 5.n.</i>	Blackboard Quiz 2 Due by Friday 9/21 at 8pm (Chapters 4-6) CACREP Standards: <i>CORE 5.f.; 5.j.; 5.n.</i>
9/26/18	Present Case Conceptualizations	Case Conceptualizations Due at 11am CACREP Standards: <i>CORE 5.i.; CMHC 3.b.</i>
10/3/18	Chapter 7 Standards: <i>CORE 5.f.; 5.n.; CMHC 3.b.</i>	
10/10/18	Chapters 8 & 9 CACREP Standards: <i>CORE 5.f.; 5.k.; 5.l.; CMHC; 3.b.</i>	Transcript 1 Due by 4pm CACREP Standards: <i>CORE 5.f.; 5. j.; 5.n.; CMHC 3.b.</i>
10/17/18	Chapter 10 CACREP Standards: <i>CORE 5.f.; 5.j.; 5.n.</i>	
10/24/18	Suicidal Clients	Blackboard Quiz 3 Due by 4pm (Chapters 7-10) CACREP Standards: <i>CORE 5.f.; 5.j.; 5.n.</i>
10/31/18	Chapter 11 CACREP Standards: <i>CORE 5.f.; 5.n. ;CMHC 3.b.</i>	
11/7/18	Chapter 13 CACREP Standards: <i>CORE 5.f.; 5.l.; 5.n.; CMHC.3.b.</i>	
11/14/18	Chapter 14 Standards: <i>CORE 5.k.; 5.l.; 5.n.; CMHC.3.b.</i>	
11/21/18	No Class-Thanksgiving Break	Transcript 2 Due by 4pm CACREP Standards: <i>CORE 5.f.; 5.j.; 5.n.; CMHC 3.b.</i>
11/28/18	Course Wrap-Up	
12/5/18	Finals Week	Blackboard Quiz 4 Due by 8pm CACREP Standards: <i>CORE 5.f.; 5. j.; 5.n.</i>

**** Schedule subject to change at the discretion of Dr. Jenkins**

<http://edtech2.wku.edu/portfolio>

NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

College of Education and Behavioral Sciences

E-PASS Portfolio System

Students



Student Login

Portfolio Information



Definition of a Key Assessment

Faculty



Faculty Login

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 559, you are required to upload your *quiz report and your final transcript*. Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:

http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS559 click on "View Critical Performances"
- You will see "Transcript" and "Reflection Paper"
- Click on "Upload/View Files." Upload
 - o Your graded assignment (i.e., paper with qualitative feedback)
 - o If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.
- Follow the directions to upload your documents (this is similar to adding an email attachment)

APPENDIX A



WESTERN KENTUCKY UNIVERSITY
Department of Counseling & Student Affairs
TECHNIQUES IN COUNSELING -- CNS 559

INFORMATION AND CONSENT DOCUMENT
PERMISSION TO RECORD

Western Kentucky University
Department of Counseling and Student Affairs
Andrea Kirk Jenkins, Ph.D., NCC - Assistant Professor
Gary A. Ransdell Hall #2017
Office Phone: 270.745.4786
Email Address: andrea.jenkins@wku.edu

I, _____, hereby grant my permission for members of my small skills group, in the Department of Counseling and Student Affairs at Western Kentucky University, to record the session on video. I understand the following:

- My participation is voluntary
- My identity will not be revealed
- The video will be used for training purposes only

- The professor(s) and/or other trainee(s) who hear (or see) this are bound by ethical code not to discuss the video outside of the training setting
- The student who conducts this session is bound by ethical code not to discuss this video outside of the training/educational setting.

With permission from the student and client(s) listed above, the professor may choose to keep the video for future training purposes.

Counseling Student's Signature _____ Date _____

(This form may be copied as needed.)

APPENDIX B

CSA Policy On Security Of Media (Video and Audio) ***Department Policies***

Video Media Format

Students must submit video assignments in a digital format (e.g., USB drive).

Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.

Video and Audio Security

Videos or audio recordings of counseling sessions in CSA classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (*lock 1*) in a room that has a locked door (*lock 2*), you have met the double lock requirement.

Transporting a video to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (*lock 1*) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (*lock 2*).

All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy

Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased.

My signature below verifies that I acknowledge and agree to comply with this Audio and Video Security policy.

Counseling Student's Signature _____ Date _____

APPENDIX C

VERBATIM TRANSCRIPT TEMPLATE

Every word you and the client say in the session must be transcribed verbatim. Pauses, laughter, crying and other nonverbal behavior pertinent to the session also must be transcribed. Transcribing does take time. Please remember to save often as you transcribe your session. Additionally, as you are in the transcription process, you must be in a secure location to ensure confidentiality of your client.

Counselor Name:		Client core affect:
Date:	Session #:	Start time:
Core Content:		

Verbatim Client Statements	Verbatim Counselor Response	Skill Identification	Alternate Response	Self-Awareness
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APPENDIX D
CASE PRESENTATION OUTLINE
CNS 559-Fall 2017
Dr. Andrea Jenkins

Counselor Name: Date of Session: # of Sessions:

- I. Presenting Concerns:**

- II. Concurrent Concerns and Services Received:**

- III. Contextual Factors (cultural, developmental, ecological, personal history):**

- IV. Strengths/Protective Factors and Signs of Resilience**

- V. a. Challenges/Barriers (individual, familial, ecological, administrative):**

b. Ideas for addressing barriers

VI. Treatment Goals and Plan

APPENDIX E CNS 559 COUNSELING SKILLS FEEDBACK SHEET

Student Observer:
Counselor:
Client:

Date:
Start time:
End time:

Category	Specific Skill	Rating				Comments
I. Attending	1. Body Language & Appearance Maintains open, relaxed, attentive, confident posture. Leans forward when talking as appropriate. Wears professional attire.	1	2	3	4	
	2. Acceptance Maintains respect for client as a person regardless of material disclosed. Counselor communication is free of judgmental or evaluative language.	1	2	3	4	
	3. Eye Contact Maintains appropriate eye contact.	1	2	3	4	
	4. Vocal Tone Uses vocal tone that communicates caring and connection with the client.	1	2	3	4	

	5. Minimal Encouragers Uses verbal (e.g., uh huh, okay, right, yes) and nonverbal (e.g., nods and body gestures) to let the client know s/he is heard. Uses silence helpfully to encourage client to talk	1	2	3	4	
	6. Verbal Tracking Stays on topic client presents. Repeats key words or phrases.	1	2	3	4	
	7. Selective Attending Selectively attends to key aspects of	1	2	3	4	

	client's communication.					
	8. Focusing Stays with topic as long as productive.	1	2	3	4	
	9. Observation Skills Notices nonverbal language and gestures.	1	2	3	4	
II. Basic Listening	10. Directions and Encouraging Client to Talk Uses statements (e.g., describe... tell me more about..., say more about..., etc.) that direct the client to talk about the specific aspects of his/her communication.	1	2	3	4	
	11. Reflection – Basic Empathy Uses statements to selectively attend to expressed emotions.	1	2	3	4	
	12. Reflection – Advanced Empathy Uses statements to identify emotion implied in client's statements, demonstrates empathy to generate reflections.	1	2	3	4	
	13. Paraphrasing (Reflection of Content) Engages in brief, accurate, & clear rephrasing of content expressed by client.	1	2	3	4	

	14. Questions Appropriate use of open and closed ended questions. Does not use double questions. Overall minimal use of questions (session is not an interrogation)	1	2	3	4	
	15. Summarizing Makes statements at key moments in the session that capture the overall sense of what the client has been expressing (includes both content and affect discussed over time).	1	2	3	4	
III. Deepening the Session	16. Immediacy Makes statements describing here-and-now feeling and experience of the client and/or the counselor.	1	2	3	4	
	17. Challenging/Pointing out Discrepancies Expresses observations of discrepancies between non verbals and verbals, verbals, plans and behavior, desires and actions, etc.	1	2	3	4	
Additional Feedback for Overall Performance:						

4 Highly developed: helpful, intentional, consistently well-performed; and can identify skill and intention in transcript

3 Well developed: helpful and intentional when performed, but not consistently smooth; can identify most skills and intention of use

2 Developing skills: somewhat helpful, missed many missed opportunities; inconsistent identification of skills and intention of use

- 1 Continue practice: not helpful or well-timed, or no skill existent when it should be; is unable to identify skills*
- 0 Major adjustment needed: not at all helpful or well-timed, harmful; or not used when needed; is unable to identify skills*

KEY ASSESSMENT
CNS 559 TECHNIQUES TRANSCRIPT
Appendix F

Semester: _____ Grade: ____/20
 (CACREP Standards CORE 5.f., 5.j., 5.n., CMHC 3.b.)

Criteria	1 Point	2 Points	3 Points	4 Points
<i>CACREP Standards CORE 5.n.</i>				
Verbatim Client Statements	Transcribed inaccurately or deficient; missing verbal and nonverbal client statements.	Transcribed somewhat correctly and matches some verbal and nonverbal client statements.	Transcribed appropriately and matches both verbal and nonverbal client statements.	
Verbatim Counselor Statements	Transcribed inaccurately or deficient; missing verbal and nonverbal counselor statements.	Transcribed somewhat correctly and matches some verbal and nonverbal counselor statements.	Transcribed appropriately and matches both verbal and nonverbal counselor statements.	

Skill Identification <i>CACREP Standards CORE 5.j., CMHC 3.b.</i>	Unacceptable, inaccurate, or completely missing identification of skill.	Limited understanding in the identification of skills used	Good understanding of skills, but some skill identifications are incorrect.	Accurate identification of skill used.
Alternate Response <i>CACREP Standards CMHC 3.b.</i>	Inaccurate, incorrect, or completely missing different perspective and/or missed opportunity to deepen session.	Deficient application of deepening session and requires more openness and acceptance of different perspectives.	Some opportunities presented for unique perspectives and deeper session but require more thorough thought.	Offers different and unique perspective and takes session deeper.
Self-Awareness <i>CACREP Standards CORE 5.f.,</i>	Ineffectively or completely missed opportunities for self-awareness.	Deficient discussion of self-awareness; requires extensive evaluation of feelings toward client, self, etc.	Some opportunities for self-awareness but require further identification of feelings toward client, self, etc.	Effectively identified opportunities for self-awareness by expressing feelings toward client, self, etc.
Grammar, Spelling, and Formatting	Grammar and Spelling are incorrect, Format somewhat follows APA standards with several errors.	Grammar and Spelling are sufficient. Format follows APA standards with minimal errors.		