



COUN 5385: Pre-Practicum Techniques of Counseling Spring 2017

COUN 5385 is a required course for M.S. and M.Ed. in Counseling
College of Education, Department of Counselor Education

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Office Hours: By Appointment

Class Format

Class day and time: Tuesday 5:30-8:20 pm.
Class location: TWC 348

Course Description:

This course is designed to provide experiences in the exploration and application of individual counseling techniques. Role-playing, self-exploration, and structuring of the counseling relationship are emphasized. Prerequisites: COUN 5364 or concurrent enrollment in COUN 5364.

Text/Readings-Required:

The following texts are required in all sections

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. (**2nd printing**)

Brock, G. W., & Barnard, C. P. (2008). *Procedures in marriage and family therapy* (4th ed.). Upper Saddle, NJ: Pearson.

Additional Required Text for this section:

Cormier, S. (2016). *Counseling Strategies and Interventions for Professional Helpers* (9th ed.). Hoboken, NJ: Pearson.

Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment: CACREP 2009 Standards; Texas State Board of Education Standards

1. Studies that provide an understanding of the counseling process in a multicultural society	<p>Student reviews ACA Code of Ethics</p> <p>Read AMCD Multicultural Counseling Competencies</p> <p>Textbook readings</p>	<p>Respond to ethical dilemmas presented during class activities</p> <p>Discuss Pedersen's Article, <i>The making of a culturally competent counselor</i></p> <p>Exams</p>	<p>CA-II.G.2.a; b; c; e; f;</p> <p>CA-II.G.5</p> <p>SB-I (6), (8)</p>
2. An orientation to wellness and prevention as desired counseling goals	Student assumes the role of counselor for a class member demonstrating counseling skills learned in class	<p>Audiotapes of counseling sessions throughout the semester</p> <p>Class discussions</p>	CA-II.G.5.a
3. Counselor characteristics and behaviors that influence helping processes.	Student assumes the role of counselor for a class member demonstrating counseling skills learned in class	Classroom discussion of readings	CA-II.G.5.b
4. Essential interviewing and counseling skills	Student assumes the role of counselor for a class member demonstrating counseling skills learned in class	<p>Audio recordings of counseling sessions throughout the semester</p> <p>Formative and summative evaluations of counseling skills</p>	CA-II.G.5.c
5. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	<p>Students conducts a literature review of the theory most closely aligned with the way in which the student plans to conduct counseling</p> <p>Students will begin to apply chosen theory during practice counseling sessions in class and on audiotapes</p>	Personal Theory Paper	CA-II.G.5.d
6. To provide students with a systematic approach to understanding helping relationships & development of basic marriage and family therapy skills	Student will interview a couple to practice and demonstrate basic marriage and family therapy skills	Family genogram and assessment project	<p>CA-II.G.5.e</p> <p>SB- II (3)</p>
7. A general framework for understanding and practicing consultation	Students will read and discuss the role of consultation in counseling	Class discussion	CA-II.G.5.f
8. crisis intervention and suicide prevention models, including the use of psychological first aid strategies	Students will become familiar with basic crisis and suicide prevention models through readings and discussion	Class discussion	CA-II.G.5.g
9. To critique, role-play and professionals	Critique class members and video demonstrations of	Provide peer feedback	CA-K5a; 5b; 5g

	professional counseling sessions	Class discussion	SB-VI (2)
10. To develop strategies for establishing rapport and for developing trusting relationships with learners/clients from all backgrounds	Demonstration of relationship building skills during role-play of counselor-client sessions	Complete Audio Recording Evaluation Form	CA-II.G.5a; b; c; e; f; g SB-II (3)
6. To be able to recognize their own reactions to stressful situations and develop strategies for managing their behavior and emotions during these times	Analysis of four audio taped counseling sessions.	Complete Audio Recording Analysis Forms	CA-II.G.2b; 5b SB-VI (1)
7. To promote the worth, dignity, uniqueness, and potential of all clients/learners by helping them set challenging goals and explore how those goals can be influenced by outside factors	Establish, maintain and terminate a therapeutic counseling relationship with a client (class member)	Complete analysis forms for five counseling sessions	CA-II.G.2a; 2b; 2c; 2d; 2e; 2f SB-II (3)
8. To assess the roles, myths, rules, and rituals of a family	Interview a family and construct a three generational genogram tracking intergenerational patterns	Construct a genogram and write a family assessment paper.	CA-II.G.5e SB-V (1)
9. Determines which members of a family system should be involved in treatment.	Interview a family and construct a three generational genogram tracking intergenerational patterns	Construct a genogram and write a family assessment paper.	CA-MCFC-H.3

Web address for **CACREP 2009 Standards**: <http://www.cacrep.org/template/index.cfm>


IDEA Objectives:

Essential:

- ☐ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:

- ☐ Learning to *apply* course material (to improve thinking, problem solving, and decisions).

 **Focus of Objective: building a knowledge base**

Course/Instructor Requirements:

Course Format:

The course format includes lecture and narrative presentation, role-playing the role of the counselor and the role of the client, small group discussions, whole class discussions, self-selected inquiries, written assignments, audiotaping of all counselor role-play sessions. Evaluation consists of self, peer, and professor assessments using feedback mechanisms.

Course Content:

The content of this course will focus on teaching and practicing the basic counseling skills used in individual counseling and marriage and couples counseling. Course content will also include the following:

- Course overview, reflection of the role and techniques of counseling

- Role-playing the techniques of counseling
- Audiotaping of practice counseling sessions
- Demonstration of counseling skills by instructor and students
- Supervision of counseling skills by instructor
- Live feedback from professor during practice sessions during class
- Participation in practice groups during class

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728 \(Please note instructor's telephone policy on Syllabus page 1.\)](#)
 - Technology during instruction: Laptops, ipads, are not to be used during class time. Cell phones may be used for recording practice counseling sessions when student is in the role of counselor. Phones must be placed on silence during recordings but remain off other times during class.
 - Technology during exams: Exams will be on Blackboard. Students must be skillful to navigate within Blackboard.
 - Technology in emergencies: In case of an emergency, students must inform the instructor prior to class beginning about the need to keep cell phone on during class time.

Please Note: You may not use or have your cell phone visible during class time. You may text at the break and talk in the hall ONLY DURING BREAK. If you have a family situation that requires you to have your cell phone on during class you must discuss with me prior to class beginning. If you do have your phone visible during class time, you will lose points on professionalism.

- Visitors in the Classroom – Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Regular and punctual attendance is expected. During the fall and spring semesters, the policy established by the Counseling Faculty is as follows: (1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The faculty will discuss the

letter in a meeting and decide if the letter grade will drop or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence. Doctoral students are responsible for providing supervision to supervisee even during the week of an absence.

The summer attendance policy is as follows: “A Student may miss up to 4 and ½ hours of class. Anything beyond that will result in a grade decrease. Each additional absence will result in a drop of a letter grade. The Counseling faculty will not be accepting any letters of appeal during the summer.” Be cautious of tardiness to class. Consistent tardiness will result in lost points toward final course grade.

Statement on use of electronic and communication devices in class:

Students who wish to tape record lectures or class content must request permission from the professor prior to doing so. The nature of counselor preparation courses is such that students may sometimes share personal information, or the personal information of others who contribute to their assignments such as volunteers for assessment instruments, interviews, and other practice activities. This requires that we respect the privacy of students and volunteers. Therefore, students must secure permission from the professor prior to taping. If permission to tape is granted by the professor, students must cease taping when fellow students share personal or confidential information during class.

In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures or make videos with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included.

Course Expectations

For the online portion of this class, failure to participate in a weekly discussion board, reflection paper, or other online assignment will constitute an absence. You will have until 10 p.m. to make your posting and respond to your peers. It is expected that you will NOT wait until the last moments before the deadline to post, as original and response posts are expected to be well thought out and complete.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Assignments

Warm-Up Recording & Transcript (25 points)

In the first class meeting, you will pair up with someone in class and conduct a five-minute interview to get to know the person better (be sure to pair with someone you don't know). Before the interview, prepare a list of things you'd like know to help you better understand your interviewee. You may ask only one question as part of your interview (so pick a question that could generate a good deal of information.) You will take the information from the interview to introduce your interviewee to class.

The second part of the assignment is to transcribe the interview to turn in next week at the beginning of class. At the end of the transcript, include a short critique of the interview, including what you did well and what you would like to improve, as well as what was most challenging for you when conducting the interview. The assignment is to be typed and double-spaced.

Four (4) Audio Recorded Sessions (*First 3 Recordings: 50 points each; Final tape: 100 points*)

You will record four (4) role-play counseling sessions in a triad in the class to demonstrate your developing counseling skills. For each recording you submit, you will turn in **four** pieces of documentation: your transcript, your session critique, SOAP note, and your skills checklist. Each piece of documentation is described below.

1. **Transcript.** You will transcribe ten (10) continuous minutes verbatim (exact word-for-word) of any portion of the tapes 1-3, including any empathic grunting and minimal encourages you vocalize during these 10 minutes. For tape 4, transcribe 15 continuous minutes verbatim. **Unlike tapes 1-3 you will not have an opportunity to provide a Better Response. You will be evaluated based on the quality of your initial response and your rationale justifying your response.** If you have a better response (one you wish you would have said, which is often the case), then note your better response AND provide a rationale for your better response, as shown in the example below:

Criteria: Audio Recordings for Tapes 1-3	Points (50 for each one)
Transcript (including BRs)	15
Critique	20
SOAP Note	10
Skills Checklist	5
TOTAL POINTS	

Criteria: Audio Recordings for Tape 4	Points (100)
Transcript	30
Critique	40
SOAP Note	20
Skills Checklist	10
TOTAL POINTS	

Example of transcript for Tapes 1-3, for Tape 4 do not provide BR on T, C, and R.

T = Therapist C=Client BR=Better Response R=Rationale

T: So this is something you really want to do.

C: Yeah, well, I don't know. I thought I wanted it but now I have second

thoughts about it. I feel torn about it. It feels so exhausting to think about. I guess I do. I don't know. I'm tired. What do you think?

T: Do what you think is best.

BR: *You are mentally spent as a result of running through the same options in your mind over and over. You feel as stuck as ever and would like for me to tell you what to do.*

Rationale: My original response did not reflect any understanding of the client and bordered on giving advice. My better response demonstrates the counseling skills of reflection of content and reflection of feeling, which communicate a deeper level of understanding to my client.

C: I don't know what is best.

T: It's hard to know with certainty isn't it, yet that is what you want to do.

Transcribe only what you consider the single BEST 10-minute portion of each recording for Tapes 1-3 and the best 15-minute portion for Tape 4.

PUT ONLY ONE SESSION ON EACH RECORDING TO AVOID CONFUSION WHEN YOUR RECORDING IS TURNED IN FOR GRADING.

For each tape 1-4 you must submit the following materials:

2. **Session Note:** You will complete a session note to report what transpired during the role-play session. The format for the session note can be found on page 16 of the syllabus. Please read the article, *Learning to write case notes using the SOAP format*, Cameron & turtle-song (2002) located in Blackboard under the Articles content area. For more information about how to write SOAP notes. *See page 15 in the syllabus.*
3. **Session Critique.** You will also critique the recordings and report the strengths and areas for growth of your counseling skills by addressing the following:
 1. What were your strengths in this session?
 2. What did you do better this week than during the previous week?
 3. What were your challenges during this session?
 4. What do you wish you had done differently? (Note: If you would not do anything differently, please explain why.)
 5. Possible direction to take next session.
 6. Any additional comments
 7. Your critique should be no more than one-page typed single-spaced.
4. **Skills Checklist.** Finally, you will complete the COUN 5385 Pre-Practicum Skills Development Checklist (*found on page 13-14 of this syllabus*), which includes a skills checklist that you will fill out showing which skills you displayed in your session (note: not every skill will be necessary in every session), also, respond to the two open ended questions in which you evaluate your skills in the session.

Examinations (200 points)

There will be two exams for the course. Questions on these exams will come from the readings in the texts, lectures, media presentations, and any class observations/discussions.

Family Assessment Project (50 points)

Each student will be responsible for interviewing a family unit that consists of two adults (same or

different gender). Both of the significant others must be present during the interview. Confidentiality of this family will be protected, and no last names or identifying information that would breach confidentiality should be used in anyway in the written or oral information. The following assignment will be from this interview.

Note: Students are **NOT** permitted to interview family members (including distant biological or marital relatives such as second cousins, brother-in-laws, great aunts, etc...). Due to the personal nature of the interview, students are discouraged from interviewing those people where doing so may, due to the nature of the existing relationship, likely result in a lack of complete honesty or in strained relationships. This may include friends, work colleagues, or others with whom you may in be a current relationship. Obviously finding an appropriate family unit may be challenging so start searching soon.

Recommendations:

I urge you to use a tape recorder or you will likely be overwhelmed with information to write down. I do **not** need a copy of the tape.

Do **NOT** put last names on the genograms (see assignment below) or in the paper or use any identifying information that would reveal the identity of the family members. (Don't say L.K. is a mechanic at the Stop & Fix in North Zulch.) You could call him Larry and you could say he is a mechanic. Don't call him Mr. Rumpelstilzchen as he could be identified fairly easily with that information.)

Very specifically how does information gleaned from the genogram shed insight on current family functioning? What cycles, patterns, or belief system do NOT seem to have carried forward? Examples: One set of grandparents may have had a strong set of beliefs about money - that the rich are greedy, dishonest, ...or conversely, that money is very important and should be valued above education. How has, if it has, this belief system impacted the current functioning of the family interviewed? Did they major in business in college in order to make more money? Did they value entrepreneurship as a result of a family business and skip college? What proof do you have that this is the reason? It is just speculation on your part? Did the family members state this verbally or imply it? How so? BACK UP your theories of past influence with statements or behavior patterns and state assumptions made that lacks sufficient hard evidence. In other words, evaluate both the family and your theories of the family.

What was the family's reaction to your creation of the genogram?

Do **NOT** waste time rehashing what can be seen on the genogram already. **DO** mention important information again if it is relevant to the point you are making. For example, "Uncle Sam, a recovering alcoholic for the past 4 years, is taking custody of the family's seventeen-year-old son while both partners are in rehabilitation. He considers this part of his 12th step". [This is relevant.]

Don't use detail such as "Uncle Sam, a 65 year-old retired plumber with a history of recurring prostate cancer who was married in 1976 to Aunt Cleo" since it is not relevant to how you would use the genogram in therapy. In other words, don't waste time with fluff and details – DO point out important information that is related however, so your reader won't have to scan the entire genogram constantly to understand your points.

You need:

- 1) Title Page
- 2) Abstract

- 3) Body of paper
- 4) References

Requirements: 3 to 5 pages body text length. Double spaced. Typed with 12 font. Use title page, abstract, and references – **all APA 6 style. Use at least 2 references – one a book and another journal article or two journal articles – not two books.** The references can be over any topic related to the family you interviewed, but the references must be cited in the paper. For Example, you might reference alcoholism treatment from a journal article if there is alcoholism in the immediate family and reference a book on ADHD if this is a diagnosis of concern for the family.

Genogram (100 points)

The history of the family you select for your Family Assessment Paper will be tracked and intergenerational (include all grandparents of each partner), and patterns will be examined. A hard copy of the genogram will need to be submitted to the professor for this assignment.

Final Skills Reflection (50 points)

Students will write a 2-3 pages reflection paper on their experiences during this course. The reflection should address the following:

- What were your views on counseling coming into class?
- In what ways did your view of counseling change and/or stay the same?
- What skills did you learn that you consider most valuable? Why?
- What skills do you need to most work on for continued improvement? Why?
- Describe your level of motivation to pursue counseling as a career now that you have completed the pre-practicum course.

Pederson (2002) Article Reflection (30 points)

Read the article by Pedersen (2002), *The making of a culturally competent counselor* and write a one-page reflection about the article. A reflection is based on your ideas and thoughts about the article and is not a summary of the article; rather it is what the article means to you. How could this information be important to you as a counselor? The article is located under “Articles” in Blackboard.

Professional and Ethical Behavior (75 points)

Professionalism policy:

Students are expected to attend class and are accountable for assignments and all materials covered. Professionalism points will be reduced for: tardiness at beginning of class and after official breaks, unprofessional conduct such as disrespect towards instructor or peers (including online), excessive talking while instructions or demonstrations are occurring, leaving early, ringing of cell phone, computer usage not related to course material, lewd attire, and missed demonstrations. Students are also expected to participate in all class activities, discussions, and demonstrations. Students attending class in the TWC will refrain from bringing food into or eating in the classrooms.

Evaluation Summary

Examinations (2@100)	200 points
Warm-Up Recording & Transcript	25 points
Audiotapes (3@50, 1@ 100)	250 points
Genogram	100 points
Family Assessment Project	50 points
Final Skills Reflection	50 points
Professional and Ethical Behavior	75 points
Pedersen Article Reflection	<u>30 points</u>

Total available points**780 POINTS****Grading**

A	=	702-780
B	=	624-701
F	=	Below 624 or not meeting the <i>Proficiencies Required for a Grade of “B” or Above</i>

A sheet titled *Proficiencies Required for a Grade of “B” or Above* is contained in this syllabus and describes the expected competencies for this course. The student and the professor will track the competencies throughout the semester.

A grade of “C” or “D” is not given in this course. If a student cannot meet the competency requirements and the point system for an A or B, the student will not receive a passing grade for the course. Students who accumulate enough points to pass the course but do not demonstrate the *Proficiencies Required for a Grade of “B” or Above* will not receive a passing grade for the course.

Proposed Class Schedule, Readings, and Assignments
(Brock & Bernard = B, Cormier = C)

Date	Topic	Readings	Assignments
8/29	Get acquainted, discuss course requirements	https://www.viacharacter.org/www/	Warm-up Recording VIA Character Complete and bring results to class next week (Due 9/12)
9/5	First Contact Procedures, Programming a Foundation for Learning	2014 ACA Code of Ethics Ch. 1 & 2 (B) Ch. 1 & 2 (C)	Warm-up Recording due, VIA Character results due , Discussion of Readings, Session Recording
9/12	Culturally Competent Counselor, Attending Behavior	Pedersen, (2002) <i>The making of a culturally competent counselor</i> , Ch. 3 & 4 (C)	Write a one-page reflection about the Pederson article (Due 9/19)
9/19	Reflecting Content, Reflecting Feelings	Ch. 5 (C)	Skills Practice Recording #1
9/26	Assessment Procedures, Effective Questioning, Genogram	Ch. 3 (B) Ch. 6 (C)	Skills Practice Recording #1 Due
10/3	Structuring for Exploration, Clarification, and	Ch. 7 (C) Ch. 4 (B)	Exam 1 Skills Practice

	Action, Initial Stage Treatment,		Recording #2
Date	Topic	Readings	Assignments
10/10	Discussion of Exam		Skills Practice Recording #2 Due Work on Family Assessment and Genogram Assign.
10/17	Integrating Your Listening and Exploration Skills, Communicating Feelings and Immediacy	Chs. 9 (C)	Family Assessment and Genogram Due
10/24	Information Giving, Middle Stage Treatment Procedure,	Chs. 8 (C) Ch. 5 (B)	Skills Practice Recording #3
10/31	Specialized Treatment Procedures, Alternative Service Delivery Procedures	Chs. 7 & 8 (B)	Skills Practice Recording #3 Due
11/7	Procedures for Challenging Situations, Enlisting Cooperation	Ch. 9 (B)	Skills Practice Recording #4 Theory Paper Due
11/14	Out-of-Session Work Termination Procedures	Chs.6 & 10 (B)	Skills Practice Recording #4 Due
11/21	Risk Management	Ch. 12	TBD
11/28	Pulling It All Together	Ch. 10 (C)	Final Skills Reflection Paper Due Submit via email
12/5			Exam 2 (Final Exam)

COUN 5385 Pre-Practicum Skills Development Checklist

Name _____ Date _____
Tape # _____ Audio _____

CHECKLIST FOR AUDIO AND VIDEO TAPING SESSIONS

SKILLS	CHECK	PROVIDE EXAMPLES for Each Skill Used and COMMENTS for Skill not Used
1. S -squarely face client		Check if Completed
2. O -open posture		Check if Completed
3. L -lean toward client		Check if Completed
4. E -eye contact		Check if Completed
5. R -relaxed or normal		Check if Completed
6. Rapport		
7. Open questions		
8. Probes		
9. Closed questions		
10. Reflection of feelings		
11. Reflection of content		
12. Summarization		
13. Presenting Issue		
14. Open session		
15. Close session		
16. Empathy Highlight Carkuff Level 3 or higher		
17. Challenge or		

Confrontation		
18. Leverage		
19. Self-Disclosure		
20. Immediacy		
21. Prompts or Minimal Encouragers		
# of skills performed		

Overall, describe, giving **specific examples**, your effectiveness of skills usage and state what skills you show the most improvement using.

Overall, describe skills you believe you need to improve. **Be specific** and state the skills you need to work on.

SOAP (DAP) NOTES

Client Progress Notes

Most human service agencies have a format, which is required for use in progress notes. The most widely used (or some variant thereof) is the **Subjective-Observed-Assessment-Plan (SOAP)** system.

- S** *Subjective* refers to the client's self-report – for example, “I feel depressed,” or “I have been shouting at my wife lately.”
- O** *Observed* refers to what the counselor actually sees during therapy – for example, “Client was dressed shabbily,” or “Client cried throughout entire session.”
- A** *Assessment* refers to your analysis of what produced the client's current symptoms – for example, “The client's inability to express his feelings toward his wife has resulted in depression,” or “The client's anger appears to be a result of his low self-esteem.”
- P** *Plan* refers to the action which the counselor and client anticipate taking to alleviate symptoms – for example, “will continue desensitization,” or “will continue discussing the client's feelings of insecurity.”

The SOAP system is somewhat behavioral in its philosophical underpinnings. Agencies receiving state or federal money tend to use this or a similar system. Other agencies (for example, many university counseling centers require only a brief summary of the session.) As an alternative to SOAP (if you have a choice), you might consider the Individual Psychotherapy Session Note.

From a legal standpoint, you should always record any threat to self or others, together with action taken as a result. For example: “Client threatened suicide. Made assessment of danger, no specific plan, no immediate means, good family support. Discussed with Drs. Smith and Jones. Joint decision – no immediate threat. Gave client my phone number and number of crisis center.” In general, if there is a legal issue involved, you should make entries in the record which will help protect you from a suit.

In general, labels should be avoided when writing in progress notes. For example, because of the prejudice against individuals who are gay or lesbian, many counselors are reluctant to use words such as homosexual or gay in progress notes and prefer instead to talk about “sexual preference issues.” Naturally, if the client is gay but does not present with this issue, no entry about sexual preference would be made.

<p style="text-align: center;">Counselor's Personal Progress Notes SOAP/DAP</p>

Client(s) Initials: _____ Counselor: _____ Date: _____

Tape # _____

Session goals/objectives:

DATA (Current stressors or concerns/what specifically took place in session)

S – Subjective:

O – Observed

Therapeutic Skills Used:

ASSESSMENT

(1) Evaluation of symptom cause

Level of Impairment

(2) Effectiveness of Intervention(s)

PLAN

Action

Homework

Plans for next session

COUN 5385 Pre-Practicum Techniques of Counseling**Proficiencies Required for a Grade of “B” or Above****Student:** _____ **Date:** _____**Proficiency Checklist**

1. _____ Student is able to establish a working relationship when counseling peers in practice sessions.
2. _____ Student can identify the nonverbal behaviors in the practice counseling sessions.
3. _____ Student can identify the presenting problem of the practice clients.
4. _____ Student can identify the content of the practice client’s statement.
5. _____ Student can identify the feelings of the practice client’s statement.
6. _____ Student attends to the practice client using SOLER (Egan)
 - S-Squarely faces the client
 - O-Is Open –arms and legs are not crossed
 - L-Leans toward the client to indicate interest
 - E-Eye contact conveys understanding
 - R-Relaxed in nonverbal behavior
7. _____ Student responds accurately to the content of the client’s message.
8. _____ Student responds accurately to the feelings of the client’s message by reflecting a minimum of a Carkuff Level 3 reflection.
9. _____ Student can demonstrate how to open and close a counseling session

Course Instructor: _____