



**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**

**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.**

**Instructor:** Sinem Akay-Sullivan Ph.D., LPC-S, Registered Play Therapist  
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**Office Hours:** Arranged

**Class Format:** Face-to-Face

**Class day and time:** Thursday, 6:00 pm – 8:50 pm

**Class location:** TEC Room 131 & Jack Staggs Counseling Clinic - Room 147

**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:**

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

Carkhuff, R. R. (2009). *The art of helping* (9<sup>th</sup> ed.). Amherst, MA: Possibilities Publishing, Inc.

Carkhuff, R. R. (2009). *The student workbook for the art of the helping* (9<sup>th</sup> ed.). Amherst, MA: Possibilities Publishing, Inc.

Cormier, S. (2015). *Counseling Strategies and Interventions for Professional Helpers*. Hoboken, NJ: Pearson.

**Matrix:**

<b>Topic(s)/Objective(s)</b>	<b>Activities/Assignments (including field-based activities)</b>	<b>Measurement (including performance-based)</b>	<b>Standards Alignment: CACREP 2009 Standards; Texas State Board of Education Standards</b>
1. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process	Students will use case examples and role-play sessions to explore ethical and culturally relevant strategies for establishing and maintaining the counseling relationship	Classroom discussion  Classroom Role-plays	CA-2.F.5.d, e
2. 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-2.F.5.f
3. Essential interviewing and counseling skills	Student assumes the role of counselor for a class member demonstrating counseling skills learned in class	Audio recordings of counseling sessions throughout the semester  Formative and summative evaluations of counseling skills	CA-2.F.5.g
4. To provide students with a systems approach to conceptualizing clients	Student will interview a couple to practice and demonstrate basic marriage and family therapy skills	Family genogram and assessment project	CA-2.F.5.b  SB- II (3)
5. Theories, models, and strategies for understanding and practicing consultation	Students will read and discuss the role of consultation in counseling	Class discussion	CA-2.F.5.c
6. 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-2.F.5.l,m

Web address for **2016 CACREP Standards**: <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>

**IDEA Objectives:**

- *Essential:*
  - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
  - Learning to *apply* course material (to improve thinking, problem solving, and decisions).

**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, recording 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
- Recording 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: 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.](#)

- 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 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. Therefore, students must secure permission from the professor prior to recording. If permission to record is granted by the professor, students must cease recording 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.



## 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 are 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 the 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.

### Three (3) Audio Recorded Sessions & Critiques (100 points each)

You will record three (3) role-play counseling sessions with a partner in this class to demonstrate your developing counseling skills. For each recording you submit, you will turn

in four pieces of documentation: (1) your transcript, (2) your session critique, (3) SOAP note, and (4) your skills checklist. Each piece of documentation is described below.

<b>Criteria: Audio Recordings</b>	<b>Points (100)</b>
Transcript (includes accuracy and format of transcription, understanding demonstrated when selecting better responses, quality of better response, and depth of understanding demonstrated in rationale)	40
SOAP Note (includes completeness and content of SOAP Note, as well as adherence to SOAP Note format)	10
Skills Checklist (includes accuracy in identifying skills used and thoroughness in pointing out examples)	20
Critique (includes grammar and formatting, writing proficiency, and thoroughness and accuracy when addressing required topic areas)	30
<b>TOTAL POINTS</b>	<b>100</b>

1. **Transcript.** You will transcribe ten (10) continuous minutes verbatim (exact word-for-word) of any portion of the tape, including any empathic grunting and minimal encourages you vocalize during these 10 minutes. You will define your response (Response Type), the strength of your response, and rationale (Rationale) for your response, including what you were responding to in your response, what you hoped to achieve with your response, and whether the response was effective. If you have a better response (one you wish you would have said), then note your better response prior to providing your rationale, and describe why you believe your better response was indeed better. See the example below.

PUT ONLY ONE SESSION ON EACH RECORDING TO AVOID CONFUSION WHEN SUBMITTING YOUR RECORDING FOR GRADING. USE CONTINUOUS LINE NUMBERS (using MS Word formatting) FOR THE TRANSCRIPT PORTION OF TRANSCRIPT ASSIGNMENTS.

*(Sample Transcript Excerpt)*

T = Therapist    C = Client    BR = Better Response

Transcript 1: (date of session)

- 1    **I'm not sure what brings you in today, but I'm here to listen.**
- 2    *Initial Response Type: Session opening*
- 3    *Rationale: I like this response. It is the opening we practiced in class and leaves room for the client to explore*
- 4    *whatever is going on for her in this moment.*
- 5    C: Today's been rough so far. My boss at work is giving me a hard time and I'm on the
- 6    verge of quitting. I just don't know what to do.
- 7    **T: Maybe you should talk to your boss.**
- 8    *Initial Response Type: Advice Giving*
- 9    *BR: You feel stuck because you're frustrated with your boss and are considering quitting, but aren't sure if*
- 10   *that's the best thing for you.*
- 11   *BR Response Type: Reflection of Feeling*
- 12   *Rationale: My original response did not communicate any understanding of the client and gave her advice,*
- 13   *which puts me in charge of her decisions, which is not the role of counseling. My role as a counselor is to*
- 14   *empower my clients. My better response demonstrates the counseling skills of reflection of feeling, which*
- 15   *communicates a deeper level of understanding to my client, accurately communicates her ambivalence, and*
- 16   *invites a deeper exploration of her frustration with her boss if she chooses to do so.*

17 C: I don't know if that's the best way to go. He really doesn't seem to like me much.

18 **T: You're feeling nervous about talking to your boss because you're worried he's**  
19 **already doesn't like you.**

20 *Initial Response Type: Reflection of Feeling*

21 *Rationale: I recovered pretty well after I tried giving advice. I reflected feeling at a slightly deeper level than the*  
22 *client communicated to me, which lets the client know I really understand what she's going through and*  
23 *continues to explore her underlying feelings about her situation with her boss, which seem to be causing her to*  
24 *feel stressed.*

25 C: I know that he hates me! He's always so rude to me and barking orders at me like I'm  
26 some kinda child or something. It sucks having to go to work. I hate it there.

*(End Sample Transcript Excerpt)*

2) **SOAP Note:** You will complete a session note using the SOAP note format to report what transpired in your session. The format for the session note can be found at the end of this syllabus. See the article by Cameron and turtle-song (2002) for more information about how to compose SOAP Notes.

3) **Skills Checklist.** You will complete the COUN 5385 Pre-Practicum Skills Development Checklist (*found in this syllabus*) showing which skills you displayed in your session.

4) **Session Critique.** Your critique should be approximately than 3-5 pages typed double-spaced. You will critique your recordings and report the strengths and areas for growth of your counseling skills by addressing the following sections:

- a. Brief overview of the session, including the following:
  - i. Identify the presenting issue of your practice client.
  - ii. Describe the verbal style nonverbal behaviors of your practice client in this practice session.
  - iii. Describe your nonverbal behaviors in this practice session.
  - iv. Describe briefly what transpired in the session
    1. What did you discuss first? Second? Third? Consider not just topics discussed, but how topics were discussed (e.g. describing the problem, then how the problem affects the client, then how the client feels about the problem, and finally what the client wants to do about the problem)
    2. Describe the transition points in the session and how you and the client transitioned from one topic to the next.
  - v. What did you do better this week than the previous week?
  - vi. What do you wish you had done differently? (there is no such thing as a perfect counseling session - you must include something substantive here)



- b. Describe, giving specific examples, your effectiveness of skills usage and state which skills you show the most proficiency or improvement in using, and why.
- c. Describe, giving specific examples, the skills you believe you need to improve. Be specific when stating the skills you need to improve, why you believe you need to improve them, and how you intend to improve them.
- d. Any additional comments (optional)
- e. Concluding paragraph (at least three sentences)

### **Examination (100 points)**

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

### **Family Assessment Project (75 points)**

Each student will be responsible for interviewing a family unit that consists of two adults (same or different gender), constructing a genogram, meeting with the family unit again to discuss the genogram with the family unit, and then writing a Family Assessment Paper that summarizes the experience. Both members of the family unit must be present for both interviews.

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 people if doing so may, due to the nature of the existing relationship, likely result in a lack of complete honesty or 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.

Confidentiality of this family will be protected, so no last names or identifying information that would breach confidentiality should be used in anyway in the written or oral information.

This assignment consists of two parts: (1) Genogram (2) Family Assessment Paper.

#### **1. Genogram (25 points)**

The history of the family you select for your Family Assessment Project will be tracked intergenerationally (including 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.

Information used to construct the genogram will be collected during the initial interview. Then, before the second interview, the student will construct the genogram. Next, the student will schedule and conduct the second interview to describe and discuss the genogram with the family unit. Finally, information gained from the first interview, construction of the genogram, and second interview, will be used to write the second part of the assignment: The Family Assessment Paper.

#### **2. Family Assessment Paper (50 points)**

When writing your Family Assessment Paper, address the following questions:

- Describe the family (age, education, occupation, cultural background, number of

family members in the home, etc.)

- How did the family respond to you during the interview and when you explained the genogram? How did the family react to the genogram?
  - Describe your use of counseling skills during these meetings. Which were most effective and why?
- Very specifically, how does information from the genogram shed insight on current family functioning?
- What cycles, patterns, or belief systems seem to have carried forward and which ones seem to have NOT carried forward?
  - Example: One set of grandparents may have had a strong set of beliefs about money - that the rich are greedy, dishonest, etc., or conversely, that money is very important and should be valued above education.
    - How 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 about the family.
- Finally, what members of the family should be involved in treatment and why?
- Concluding paragraph (at least 3 sentences)

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 12<sup>th</sup> 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 point font and Times New Roman. 1” margins all around. Use title page, abstract, and references – **all APA 6 style. Use at least 2 references – one a book and another a 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.

*Recommendations for Family Assessment Project:*

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

Do **NOT** put last names on the genograms or in the paper, or use any identifying information that would reveal the identity of the family members. (e.g. Don't say Jeff Sullivan is a professor of counselor education at Sam Houston State University.) Instead, use pseudonyms and de-identifying information (e.g. You could call him Larry and say he is a mechanic.)

### **Final Reflection Paper (50 points)**

You will write a 2-3 pages double-spaced reflection paper on your 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?
- Reflection on final session recorded during second-to-last class period
- 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.

Follow APA 6 guidelines for style, grammar, and formatting when completing this assignment.

### **In-Class Skills Demonstration (100 points)**

You will conduct a brief role-play session in front of the class during which you will demonstrate your proficiency using the counseling skills we have learned in this class.

### **Professional and Ethical Behavior (50 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 instruction 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 bring food or eating in classrooms.

## Evaluation Summary

Warm-Up Recording & Transcript	25 points
Recordings (3@100)	300 points
Examination	100 points
Family Assessment Project	50 points
Genogram	25 points
Final Reflection Paper	50 points
Final In-Class Skills Demonstration	100 points
Professional and Ethical Behavior	50 points
<b>Total available points</b>	<b>700 POINTS*</b>

\*A form 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 these competencies throughout the semester.

If a student cannot meet the competency requirements and the point system for an A or B, the student will not be permitted to move into COUN 6374 or COUN 6376 and must retake this course and earn a final grade of A or B. Students who accumulate enough points to pass the course but do not demonstrate all of the ***Proficiencies Required for a Grade of “B” or Above*** will not receive a grade of A or B for the course.

## Grading

- A = 626.5 - 700 and meets ***Proficiencies Required for a Grade of “B” or Above***
- B = 556.5 – 626.4 and meets ***Proficiencies Required for a Grade of “B” or Above***
- C = 486.5 – 556.4 OR does not meet the ***Proficiencies Required for a Grade of “B” or Above***
- F = Below 486.4 OR does not meet the ***Proficiencies Required for a Grade of “B” or Above***

**Tentative Class Schedule, Readings, and Assignments**  
**(Schedule may change with notice)**  
**(Brock & Bernard = B; Cormier = C; Carkhuff = CA)**

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments</b>
Week 1	Get acquainted, discuss course requirements		Warm-up Recording Complete and bring results to class next week (Due Week 2)
Week 2	The Helping Professions  The Helping Relationship  The Culturally Competent Counselor	2014 ACA Code of Ethics (Section A) Ch. 2 (B) Ch. 1 & 2 (C) Pedersen: <i>The making of a culturally competent counselor</i>	Paper due: Warm-up Recording  Discussion of Readings
Week 3	Communication Patterns and Attending Skills  Opening the session  SOLER	Ch. 3 & 4 (C) Ch. 4 (CA)	Assigned Workbook Exercise(s)
Week 4	Communication Patterns and Attending Skills  Reflecting Content and Feeling	Ch. 5 (C) Ch. 5, pp. 95-116 (CA)	Assigned Workbook Exercise(s)
Week 5	Reflecting Content and Feeling Reflecting Meaning	Ch. 5, pp. 117-130 (CA) Ch. 6, pp. 114-119 (C)	Recording #1  Assigned Workbook Exercise(s)
Week 6	Action Skills  Using Questions Effectively  Managing the Helping Session	Ch. 6 & 7 (C)	Recording #1 Due  Assigned Workbook Exercise(s)
Week 7	Goal Setting  Working with Couples and Families	Ch. 8 (C) Ch. 4, 5, 6 (B)	Assigned Workbook Exercise(s)

Week 8	Action Skills  Using Questions Effectively  Managing the Helping Session  Goal Setting		Recording #2
Week 9	Confronting and Challenging Clients  Immediacy	Ch. 9 (B) Ch. 6, pp. 120-126 (CA)	Recording #2 Due  In-Class Exam
Week 10	Self-Directed Learning: Work on Family Assessment and Genogram	Ch. 3 (B)	Work on Family Assessment and Genogram
Week 11	Family Assessment In-Class Presentations		Family Assessment and Genogram Due
Week 12	Pulling It All Together  Appropriate Self-Disclosure		Recording #3
Week 13	Risk Management/ Screening for Suicidal Ideation	Ch. 12 (B)	Recording #3 Due
Week 14	In-Class Skills Demonstration	Ch. 10 (C)	Final Reflection Paper Due: Submit via Blackboard  Final In-Class Skills Demonstration
Week 15	FINALS WEEK		

COUN 5385 Pre-Practicum  
Skills Development Checklist  
Recording 1

Name \_\_\_\_\_ Date \_\_\_\_\_

### CHECKLIST FOR AUDIO AND VIDEO TAPING SESSIONS

SKILLS	CHECK	PROVIDE EXAMPLES for Each Skill Used and COMMENTS for Skill not Used (use line #s rather than direct quotes)
1. <b>S</b> -squarely face client		Check if Completed
2. <b>O</b> -open posture		Check if Completed
3. <b>L</b> -lean toward client		Check if Completed
4. <b>E</b> -eye contact		Check if Completed
5. <b>R</b> -relaxed or normal		Check if Completed
6. Open session		
7. Prompts and Minimal Encouragers		
8. Paraphrase/Reflection of Content		
9. Reflection of Feeling at a Carkhuff Level 3 or higher		
10. Reflection of Thought		
11. Summarization		
12. Close session		
<b># of skills performed</b>		

COUN 5385 Pre-Practicum  
Skills Development Checklist  
Recording 2

Name \_\_\_\_\_ Date \_\_\_\_\_

### CHECKLIST FOR AUDIO AND VIDEO TAPING SESSIONS

SKILLS	CHECK	PROVIDE EXAMPLES for Each Skill Used and COMMENTS for Skill not Used (use line #s rather than direct quotes)
1. <b>S</b> -squarely face client		Check if Completed
2. <b>O</b> -open posture		Check if Completed
3. <b>L</b> -lean toward client		Check if Completed
4. <b>E</b> -eye contact		Check if Completed
5. <b>R</b> -relaxed or normal		Check if Completed
6. Open session		
7. Prompts and Minimal Encouragers		
8. Paraphrase/Reflection of Content		
9. Reflection of Feeling at a Carkhuff Level 3 or higher		
10. Reflection of Thought		
11. <i>Open-Ended Question*</i>		
12. Summarization		
13. <i>Setting Goal for Session and/or Future Counseling*</i>		
14. Close session		
<b># of skills performed</b>		



COUN 5385 Pre-Practicum  
Skills Development Checklist  
Recording 3

Name\_\_\_\_\_ Date\_\_\_\_\_

**CHECKLIST FOR AUDIO AND VIDEO TAPING SESSIONS**

<b>SKILLS</b>	<b>CHECK</b>	<b>PROVIDE EXAMPLES for Each Skill Used and COMMENTS for Skill not Used (use line #s rather than direct quotes)</b>
1. <b>S</b> -squarely face client		Check if Completed
2. <b>O</b> -open posture		Check if Completed
3. <b>L</b> -lean toward client		Check if Completed
4. <b>E</b> -eye contact		Check if Completed
5. <b>R</b> -relaxed or normal		Check if Completed
6. Open session		
7. Prompts and Minimal Encouragers		
8. Paraphrase/Reflection of Content		
9. Reflection of Feeling at a Carkhuff Level 3 or higher		
10. Reflection of Thought		
11. Open-Ended Question		
12. <i>Reflection of Verbal Discrepancy</i>		
13. <i>Immediacy and/or Reflection of Non-Verbal Discrepancy</i>		
14. <i>Appropriate Self-Disclosure</i>		
15. Summarization		
14. Setting Goal for Session and/or Future Counseling		
16. Close session		
<b># of skills performed</b>		

## 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;"><b>Counselor's Personal Progress Notes</b> <b>SOAP/DAP</b></p>
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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

**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 consistently establish a working relationship when counseling peers in practice sessions.
2. \_\_\_\_\_ Student consistently demonstrates how to open a counseling session
3. \_\_\_\_\_ Student attends to the practice client using SOLER
  - S - Squarely faces the client
  - O - Open Posture: arms and legs are not crossed
  - L - Leans toward the client to indicate interest
  - E - Eye contact conveys understanding
  - R - Relaxed in nonverbal behavior
4. \_\_\_\_\_ Student accurately identifies own and client nonverbal behaviors in sessions.
5. \_\_\_\_\_ Student accurately identifies the presenting problem of practice clients.
6. \_\_\_\_\_ Student accurately identifies and reflects the content of the practice client's statement.
7. \_\_\_\_\_ Student accurately identifies and responds to the practice client's feelings by reflecting at minimum of a Carkuff Level 3.
8. \_\_\_\_\_ Student accurately identifies and responds to the practice client's thoughts
9. \_\_\_\_\_ Student demonstrates consistent ability to form accurate open-ended questions
10. \_\_\_\_\_ Student demonstrates consistent ability to identify and reflect verbal discrepancies in practice client's statements.
11. \_\_\_\_\_ Student demonstrates consistent ability to accurately identify and reflect nonverbal discrepancies in practice client's statements.
12. \_\_\_\_\_ Student demonstrates consistent ability to use immediacy accurately in session
13. \_\_\_\_\_ Student demonstrates ability to use appropriate self-disclosure in session
14. \_\_\_\_\_ Student consistently demonstrates how to close a counseling session
15. \_\_\_\_\_ Student demonstrates how to appropriately set goals for counseling session
16. \_\_\_\_\_ Student consistently demonstrates ability to accurately critique role-play sessions.

**Course Instructor:** \_\_\_\_\_