

IS COUN 638-3001 Online
Counseling Skills and Techniques
Fall 2025, August 18 - December 12
Chadron State College



CSC Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

Part 1: Course Information

Instructor Information

Instructor: Dr. Kathleen Woods

Office: Old Admin 204

e-mail: kwoods@csc.edu

Office Phone: 308.432.6239

Office Hours:

- **Canvas Address:** <https://chadron.instructure.com/>
- **Facebook:** <https://www.facebook.com/groups/cscounseling>

Credit Hours

3 credit hours

Course Description

This course provides an opportunity to develop essential communication, interviewing, and counseling competencies. A focus is on developing the listening and interviewing skills necessary to utilize techniques across various theoretical orientations. It emphasizes counselors' self-awareness and counselor development and includes recorded counseling interviews and role-plays. Note: Satisfactory completion of this course is a prerequisite for COUN 601 & 602. (CSC General Catalog, 2025-2026). **Please note a final grade of B or higher is required in this course to graduate.**

Student Learning Outcomes

Upon completion of this course, you will be able to:

	Knowledge/Skill Outcomes	CACREP, ASCA, PLADC, CE SLO	Related Assign/Assessment
1	Identify evidence-based counseling practices	CACREP 2.F.8.b SLO 5, 9	Readings, Exams, & Assignments: • Chapter 1. Intentional Interviewing, Counseling, and Psychotherapy

2	Recognize ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	CACREP 2.F.5.d, SLO 1, 5, 9	Readings, Exams, & Assignments: • Chapter 1. Intentional Interviewing, Counseling, and Psychotherapy • Chapter 2. Ethics and Multicultural Competence: Stress and Trauma, Building Resilience • Synchronous Class Role-Plays • Transcript Assignment & Rubric
3	Recognize the impact of technology on the counseling process	CACREP 2.F.5.e SLO 5, 9	Readings, Exams, & Assignments: • Chapter 1. Intentional Interviewing, Counseling, and Psychotherapy • Synchronous Online Class Role-Plays
4	Practice counselor characteristics and behaviors that influence the counseling process	CACREP 2.F.5.f SLO 5, 9	Readings, Exams, & Assignments: • Synchronous Class Role-Plays • Transcript Assignment & Rubric
5	Recognize essential interviewing, counseling, and case conceptualization skills	CACREP 2.F.5.g SLO 5, 9	Readings, Exams, & Assignments: • Chapter 3. Listening, Attending, and Empathy: Essential for Relationship Building • Synchronous Class Role-Plays
6	Identify developmentally relevant counseling treatment or intervention plans	CACREP 2.F.5.h, SLO 5, 9	Readings, Exams, & Assignments: • Chapter 3. Listening, Attending, and Empathy: Essential for Relationship Building
7	Recognize the development of measurable outcomes for clients	CACREP 2.F.5.i, SLO 5, 9	Readings, Exams, & Assignments: • Chapter 14. Skill Integration and Determining Personal Style.
8	Demonstrate evidence-based counseling strategies and techniques for prevention and intervention including active listening, reflective feedback, summarizing, self-disclosing, displaying empathy, confronting, establishing rapport, and communicating at the client's comprehension level.	CACREP 2.F.5.j SLO 5, 9 PLADC (23 hrs)- Coun Techniques	Readings, Exams, & Assignments: • Chapter 3. Listening, Attending, and Empathy: Essential for Relationship Building • Chapter 5. Questions: Opening Communication • Chapter 6. Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition • Chapter 7. Observing and Reflecting Feelings: The Heart of Empathic Understanding • Chapter 12. Action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instructions, and Psychoeducation • Synchronous Class Role-Plays
9	Recognize techniques and interventions for prevention and treatment of a broad range of mental health issues	CACREP 5.C.3.b SLO 5, 9	Readings, Exams, & Assignments: • Chapter 3. Listening, Attending, and Empathy: Essential for Relationship Building • Chapter 5. Questions: Opening Communication • Chapter 6. Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition • Chapter 7. Observing and Reflecting Feelings: The Heart of Empathic Understanding • Chapter 12. Action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instructions, and Psychoeducation

			• Synchronous Class Role-Plays
11	Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.	ASCA 2.2	Readings, Exams, & Assignments: • Chapter 2. Ethics and Multicultural Competence: Stress and Trauma, Building Resilience • Chapter 3. Listening, Attending, and Empathy: Essential for Relationship Building • Chapter 5. Questions: Opening Communication • Chapter 6. Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition • Chapter 7. Observing and Reflecting Feelings: The Heart of Empathic Understanding • Chapter 12. Action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instructions, and Psychoeducation • Synchronous Class Role-Plays
12	The continuum of mental health services, including prevention, intervention, and referral strategies to enhance student success.	NDE 1.5	Readings, Exams, & Assignments: • Chapter 13. Counseling Theory and Practice: How to Integrate the Microskills with Multiple Approaches • Ch 14: Skill Integration, Determining Personal Style, and Transcendence • MindTap Helper Studio Assignments • Synchronous Class Role-Plays • Transcript Assignment & Rubric

Textbook & Course Materials

Required Text & Resources:

1. This course utilizes the MindTap Learning Platform associated with *Essentials of Intentional Counseling and Psychotherapy in a Multicultural World (2024)*. by Allen E. Ivey, Mary Bradford Ivey, Carlos P. Zalaquett. 4th Edition. ISBN-13: 9798214109305 or MindTap Unlimited **9780357700006**.
 - 1) You must purchase Cengage One-Term or Unlimited MindTap Access.
Cengage/MindTap provides an integrated ebook in the online MindTap program.
 - 2) **Register for MindTap from within your Canvas course. DO NOT register your MindTqp through the Cengage Website. Follow this link for instructions.**
2. **You must have a computer webcam for this course;** most modern computers have a built-in camera. If you do not have this feature, you must own/purchase a computer webcam.

Method of Instruction

The course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

Course Requirements

Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>. Weekly activities include: MindTap assignments, forums, readings, and exams.

Most assignments for this course are due on Sunday evening. This schedule is designed to provide maximum opportunity to work on your assignments over the weekend. Like most of you, please know I am not required to work and am less available on the weekend; Thus, I may respond to weekend assignment questions on Monday morning.

Program Portfolio (Degree-Seeking Students): Your portfolio must include this syllabus

1. **Discussions:** You have opportunities to share your ideas each week. I will provide the topic for you to respond to with unique reflection, insight, and discussion. Original posts are your thoughts and opinions, not lifted from the text or a website. A new discussion is available Sunday through Saturday of each week. You must participate with at least one original post and two replies on three of the seven days the discussion is open.
 - Read a majority of your classmates' replies and posts.
 - Each post must be at least 250 words.
 - Each reply must be at least 200.
 - Other posts and replies over the minimum can be any length.
 - I will read and participate in the discussion as appropriate.
 - Your first discussion is the Canvas Account Profile. Please upload a photo of yourself! The purpose of the photo is to recognize each other's faces.
 - Only on-time discussions will be accepted.
 - Review the Discussion Rubric at the end of this syllabus.
3. **MindTap Assignments/Quizzes** are found in Canvas Modules. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded, requiring you to view assignment feedback from your MindTap Progress tab. Please follow the [video link](#) in your Progress tab for further explanation on how to view assignment feedback.
4. **Syllabus Quiz:** You will find this quiz in the Canvas-Week One Module
5. **Synchronous Online Class Attendance:** In addition to meeting once for an orientation to the class, you will attend a minimum of eight (8) synchronous classes to practice your skills. Throughout the semester, I will hold a synchronous class 10 times. You will attend a minimum of 8 of these practice classes plus the orientation class. The more you attend and practice your skills, the more prepared you will feel for your Practicum experience. Each Canvas Zoom class is 1.5 hours long and includes skills training through small group role-play opportunities. Please see the scheduled dates in the calendar later in this syllabus. Also, please review the role-play instructions at the end of the syllabus.

- Students who arrive to class after the role has been taken are considered late.
 - Students who arrive to class more than 30 minutes late are considered absent.
 - You will join the class through the Canvas *ZOOM Meetings* tool.
3. **Midterm Transcript:** At midterm, you must record a 20 to 25-minute counseling session. You will submit a verbatim transcription of the session's content. In this transcript, you will identify your skills in each exchange. Please refer to the example at the end of this syllabus for the transcript format. You will also attach a one to two-page summary and evaluation of the session. Please submit your PDF document to the Canvas Assignment when completed. Your summary must address the following:
 1. A summary of the session.
 2. A statement of the session's strengths with references to statements in the transcript that demonstrate these strengths.
 3. A statement of the session's weaknesses that references statements in the transcript that demonstrate these areas for improvement.
 4. **CCS-R:** Counselor Competencies Scale-Revised. You will complete this assessment in Tevera.
 5. **Final Transcript:** Like your midterm transcript, you will submit a verbatim record of approximately 20 minutes of a counseling interview conducted with a classmate, family, or friend. At this point, you are expected to have attempted to use many interventions beyond basic encouragers. The transcript should be computer generated and in tables. The tables make it easier to see how your response affects the client's response; thus, **do not deviate from this format.** You will also attach a three-page summary/evaluation of the session and your overall skills growth. This transcript is a good deal of work. **Please see the instructions, rubric, and example at the end of this syllabus.** Please submit your PDF document to the Canvas Assignment when completed. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>

Mental Health & Wellbeing

As a student, you will experience stress that may lead to mental health challenges. Signs and symptoms include (but are not limited to) strained relationships, anxiety, depression, feeling overwhelmed, alcohol and/or drug misuse, or loss of motivation or purpose. CSC Counseling & Health Services is available to support students struggling with these issues. The cost of services is covered through student fees and does not require insurance or additional funds. Students seeing a Licensed Student Counselor may benefit from virtual psychiatry services through the University of Nebraska Medical Center. Schedule an appointment by navigating to the Calendly link of a Licensed Student Counselor by visiting <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Referrals

Chadron State College has a robust referral system, Eagles360, that was created to connect students with campus resources in time to provide maximum support. Faculty and staff members may submit Eagles360 referrals for any number of student success concerns (inconsistent class attendance, missing assignments, visible signs of stress or anxiety, passive

suicidal ideation, etc.) that may be impacting peak academic performance. Once a faculty or staff referral has been received, students will soon be contacted by a dedicated staff member to discuss personalized next steps and resources. For more information, please email the Student Affairs office at studentaffairs@csc.edu or the Director of Academic Success Services at cmerchen@csc.edu.

Disability Services

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request and with appropriate documentation, CSC will provide reasonable accommodations to ensure that students have equal access to programs, activities, and services. All students, including those who have received accommodations via an IEP or 504 plan in previous educational settings, are encouraged to contact the Disability Services Coordinator, Ms. Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu for more information.

Part 2: Student Learning Outcomes

Graded Course Activities and Letter Grade Assignment

Assignments	Grading Opportunities	Percentage Breakdown
Required Online Orientation	1	1%
Synchronous Class Attendance	8	25%
Discussions	15	15%
Midterm Transcript	1	10%
Final Transcript	1	20%
Assignments		14%
Quizzes	15	15%
Total		100%

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Viewing Grades in CSC Online-Canvas

Assignments will be graded and returned within 5-7 days of the due date, depending on the level of feedback. The gradebook in CSC Online-Canvas will be updated regularly; students should plan to review their Gradebook throughout the course.

CSC Academic Policies

The [Course Syllabus Policies website](https://www.csc.edu/vpaa/course-syllabus-policies) lists academic policies that apply to all CSC courses. To review these policies, please click on the link or visit: <https://www.csc.edu/vpaa/course-syllabus-policies>. You may also search for specific academic policies on CSC's Policy Website: <http://www.csc.edu/policy/>

Course-Specific Policies

Academic Honesty

You are ultimately responsible for the content of the information you submit and may not attempt to pass off any work generated by an AI program as your own.

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions within the allotted time. You are also responsible for prioritizing your time accordingly to ensure the timely completion of assigned coursework and activities. Be sure to pay close attention to deadlines; there will be no make-up assignments, quizzes, or late work accepted without prior instructor approval.

Class Participation Policy

Active engagement in the course, including timely completion of readings, participation in discussions, and submission of assignments, is essential for a rich learning experience and success in this class. You are expected to log in at least four times per week to access course materials and to participate actively in the class.

Personal Emergency & Academic Attendance

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class. In that case, you must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause you to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the “Personal Emergency & Academic Attendance/Participation” section on the “Course Syllabus Policies” website, linked above.

Dispositional Standards

Please see the CE Website and CE Student Handbook regarding dispositional standards. The standards address a student’s affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student’s ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Confidentiality

This course, like other courses in the Counseling Program, requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one violates confidentiality, the student’s ability to continue the program will be in jeopardy.

Additional Recommended Reading, Websites, and Training:

- All CEUs (<http://www.allceus.com/>) offer e-therapy training
- The American Counseling Association, American Psychological Association, and National Association of Social Workers have position statements on ethical practices for distance counseling and psychotherapy. They also occasionally post articles on their websites regarding online counseling and psychotherapy. Go to www.counseling.org or www.apa.org, or [www. socialworkes.org](http://www.socialworkes.org).

- American Association for Marriage and Family Therapy (2011). *AAMFT code of ethics*. Washington, DC: Author. This is the code of ethics for members of the American Association of Marriage and Family Therapy. Go to http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx.
- Kottman, T. (2011). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association. Kottman describes how counselors can use toys, art supplies, games, and other play media to communicate with children on their developmental level. She also focuses on the power of play to address issues from communication to catharsis.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2011). *How to listen so parents will talk and talk so parents will listen*. Hoboken, NJ: Wiley. The authors focus on the professional knowledge and skills needed to work effectively with parents. Because parents are a special population, they recommend that you obtain ongoing education, supervision, and training on how to work with them effectively.

Part 3: Course Schedule & Assignment Rubrics

Week	Dates	Content/Synchronous Class	Assignments	Readings
1	Aug 18-24	Introduction	• Discussion 1 • Register for MindTap in Canvas • Syllabus Quiz Due Aug 24	N/A
2	Aug 25-31	Foundations of Counseling and Psychotherapy • Required Online Synchronous Orientation-Monday, Aug 25, 5:30-7:00 MT	• Discussion 2 • Week Two Module	Chap 1
3	Sept 1-7	Client Resiliency Builders: Essential Factors for Effective Practice • No Synchronous Class	• Discussion 3 • Week Three Module	Chap 2
4	Sept 8-14	Basic Listening Skills: Attending, Empathy, and Observing Client Verbal and Nonverbal Behavior • Online Synchronous Class-Monday, Sept 8, 5:30-7:00 MT	• Discussion 4 • Week Four Module	Chap 3
5	Sept 15-21	Questions: Opening Communication • Online Synchronous Class-Monday, Sept 15, 5:30-7:00 MT	• Discussion 5 • Week Five Module	Chap 4
6	Sept 22-28	Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition • Online Synchronous Class-Monday, Sept 22, 5:30-7:00 MT	• Discussion 6 • Week Six Module	Chap 5

Week	Dates	Content/Synchronous Class	Assignments	Readings
7	Sept 29- Oct 5	Observing and Reflecting Feelings: The Heart of Empathic Understanding • Online Synchronous Class-Monday, Sept 29, 5:30-7:00 MT	• Discussion 7 • MindTap Assignments & Quiz	Chap 6
8	Oct 6-12	How to Conduct a Five-Stage Counseling Session Using Only Listening Skills • No Synchronous Class	• Discussion 8 • Week Eight Module • Midterm Transcript Due, Oct 12.	Chap 7
9	Oct 13-19	Focusing the Session: Exploring the Story from Multiple Perspectives • No Synchronous Class	• Discussion 9 • Week Ten Module	Chap 8
10	Oct 20-26	Empathic Confrontation: Supporting While Addressing Client Conflict • Online Synchronous Class-Monday, Oct 20 5:30-7:00 MT	• Discussion 10 • Week Eleven Module • Week Ten Module	Chap 9
11	Oct 27- Nov 2	Reflection of Meaning and Interpretation/Reframing: Restorying Client Lives Through Meaning-Making • Online Synchronous Class-Monday, Oct 27 5:30-7:00 MT	• Discussion 11 • Week Twelve Module	Chap 10
12	Nov 3-9	Influencing Client Actions and Decisions • Online Synchronous Class-Monday, Nov 3 5:30-7:00 MT	• Discussion 12 • Week Thirteen Module	Chap 11
13	Nov 10-16	Skill Integration Through Examining Your Own Session, Treatment Plans, and Case Management and Psychoeducation • Online Synchronous Class-Monday, Nov 10, 5:30-7:00 MT	• Discussion 13 • Week Fourteen Module	Chap 12
14	Nov 17-23	Crisis Counseling and Assessing Suicide Potential • Online Synchronous Class-Tuesday, Nov 17 5:30-7:00 MT	• Discussion 14 • Week Fifteen Module	Chap 13
15	Nov 24-30	Fall Break	• No Assignments	N/A
16	Dec 1-7	Determining Personal Style in a World of Multiple Theories • Online Synchronous Class-Monday, Dec 1 5:30-7:00 MT	• Discussion 15 • Week Sixteen Module	Chap 14
17	Dec 8-12	Finals Week • No Synchronous Class	• Week Seventeen Module • Final Transcript Due Wed, Dec 10	N/A

Assignment Instructions/Rubrics

Synchronous Class Role Play Instructions

Small Group Role Play Instructions: Your role play will be devoted to simulated counseling sessions in which you will rotate among the following three roles: counselor, client, and observer. **In each class, every student will have the opportunity to be the counselor at least once.** Some of the ideal characteristics of each role include:

- **Counselor:** This role calls for demonstrating skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, and congruence; engagement with the process, person, and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.
- **Client:** In the client role, students are asked to draw upon real-life experiences, the content of which is totally within the student's discretion. Students should take responsibility for monitoring the level of self-disclosure they contribute to the learning experience. Also, in this role, students will be expected to provide feedback to the individual in the counselor role.
- **Observer:** This role calls for close attention to the process between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for the development of the ability to give constructive feedback. **You will complete a Feedback Sheet for the Counselor role each time you serve as an Observer (see end of this syllabus). Data from the Feedback Sheet will be shared with your classmates following each role-play session.**
- **Role-Play Suggestions (but not limited to):**
 - Your client lacks motivation in school and has suggested that all is not well at home, especially when her stepfather comes in late at night.
 - The client has been coming in late and missing work increasingly frequently. The reasons for his tardiness and absenteeism are not clear.
 - The client is having more and more problems with her child. Her work schedule and time required for taking classes do not allow much time for parent-child interactions.
 - The client thinks she is pregnant, and she is upset. She has no idea what to do and cannot think straight. Or, your client's girlfriend is pregnant; he is distraught and sees all his plans disappearing.
 - Your client (age 35 to 55) is dissatisfied with life. His present circumstances are not very rewarding, and he is beginning to search for "something more meaningful to do."

Discussion Instructions

This course works well when everyone is involved in discussing the material. Your participation throughout the week is essential. Your grade will be based on how much you say and how well

it contributes to the class's work, the total number of days/times you post in the discussion, and the minimum word count. You are expected to offer comments, questions, and replies to the discussion questions posed for each week. My role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each discussion on a 3-point scale. As this assignment is a conversation, I will not accept late discussion postings/replies as the conversation has ended. **If you fall below any minimum expectation, a point for each missed expectation will be deducted from the possible 3-point total.**

Suggested participation example:

- Monday-enter an original post that meets a minimum word count of 250 words,
- Tuesday-enter a reply to any classmate that meets a minimum word count of 200 words,
- Wednesday-enter a reply to any classmate that meets a minimum word count of 200 words,
- Read a majority of classmates' entries by Sunday.

3 Points—Minimum expectations:

- Write an original post of at least 250 words early in the week. (1 point)
- Write a response to any classmate on a subsequent day (a day following your original post) at least 200 words. (1 point)
- Write a second response to any classmate on yet another subsequent day (a day following your first response to a classmate) at least 200 words. (1 point)

Additional expectations:

- * Made in time for others to read and respond
- * Relevant information that is full of thought, insight, and analysis
- * Connected to previous or current content or real-life situations
- * Contain rich and fully developed new ideas, connections, or applications
- * Provide outside resources supporting your ideas
- * Read a majority of classmates' entries.

Final Transcript Instructions

The final transcript is a verbatim record of approximately 20 minutes of a 25-30 minute counseling interview conducted with a classmate, family, or friend and a self-evaluation summary paper. Your transcript should show an attempt to use many interventions beyond encouragers. The transcript should be computer generated and in tables; the tables are used to make it easier to see how your response affects the client's response; *Do not deviate from this format.* Be sure you have permission to record from the client. You can do this aloud on the recording and in writing. This transcript is a good deal of work. Please see the instructions,

rubric, and example at the end of this syllabus. Please submit your PDF document to the Canvas Assignment when completed.

1. **Interview and Record:** Interview a classmate, friend, or family member discussing a real problem or a role-play. The interview should be a 25-30 minute session. You may utilize Zoom to meet and record or a personal recording device for an in-person session. You will submit the transcript but not the recording. Your goal as a counselor is to demonstrate higher-level counseling skills such as:
 - a. nonjudgmental listening,
 - b. challenging higher-level skills, and
 - c. goal-setting skills, including boiling the problem to a specific goal and focusing on the client.
2. **Transcribe:** Choose the best 20 minutes of the recording and transcribe **every word** of the client and counselor using the three columns in the format example below.
 - *Column one*—Transcribe the counselor and client statements word for word. The client statement must appear directly below the counselor's responses so that the connection between the two can be examined.
 - *Column two*—Identify the counseling skill(s) you've utilized for **EVERY** response you make. It is essential to identify the skills using the terminology in the book so that you can count and evaluate their appropriateness.
 - *Column three*—The comments column allows you to reflect on your responses. Do not just note weaknesses; identify strengths as well.
3. **Self-Evaluation:** You will evaluate your participation and skill growth. You must use APA formatting to include a cover page, page headers, page numbers, subheadings, and double-spacing. You do not need an abstract for this assignment. Papers should be a minimum of **three pages** in length, not including the cover page and references. Please utilize the following subheadings:
 1. **Counseling Strengths:** Discuss at least three specific current counseling strengths and provide examples from your transcripts.
 2. **Areas for Improvement:** Discuss at least three specific counseling skill areas you can improve. Provide examples from your transcripts.
 3. **CCS-R Self-Assessment:** Compare your CCS-R Pre and Post-Self-Assessment Scores. Discuss specifically and concretely the progress you have made. Provide examples.
 4. **Midterm Transcript:** Discuss progress exhibited in your Final Transcript compared to the Midterm Transcript. Provide examples from your transcripts.
 5. **Practicum Goals:** Discuss goals/objectives for your Counseling Practicum.
 6. **Self-Awareness:** Describe and discuss areas of personal/professional growth and awareness. What insights have you gained regarding your counseling skills, personal concerns, or interpersonal relationships? How do these insights enhance your skills as a counselor? What are some of your values that might affect your ability to work with specific populations?

Transcript Rubric:

95-100 pts	Surpasses skill level required. Shows evidence of mastery	At this level the student is listening to the client using reflecting and advanced reflecting skills appropriately. In addition, the client is urged to explore more deeply by the use of challenging and to act through the use of goal setting skills.
90-95 pts	Consistently shows skills required but not mastery	At this level, the student is consistently reflecting feelings and occasionally reflects meaning and paraphrases when needed. The student is listening and responds to the client's message by moving the client to deeper levels.
85-90 pts	Shows average ability to perform the required skills	Students at this level are listening and using minimal encouragers with occasional paraphrasing and perhaps a few reflections of feeling. At this stage, the student has not yet established regular reflections of feeling or meaning. Paraphrases outnumber reflections of feeling and meaning combined.
80-85 pts	Developing skills but not yet performing them consistently	Students at this level are listening but are not usually intervening to help the client explore more deeply with consistent use of paraphrasing, reflection of feelings or meanings. Helper is usually too silent and uses too many minimal encouragers rather than risking a reflection.
75-80 pts	Shows some evidence of skills but mostly detracting behaviors	Students at this level are not listening but merely waiting for the client to stop talking so that they can intervene. Excessive use of questions. A student at this level is not responding to the last client statement but changes the focus rather than asking the client to stay on topic. Detracting behaviors include personal opinions by the helper, roadblocks, advice giving and an excess use of closed questions.
0-75 pts	Shows no evidence of required skills and shows mostly detracting behaviors.	At this level the student is listening to the client using reflecting and advanced reflecting skills appropriately. In addition, the client is urged to explore more deeply by the use of challenging and to act through the use of goal setting skills.

Transcript Example:

In your write-up, include a short description of the client and the nature of the issue to be discussed. Note that each counselor and client response is numbered so the instructor can refer to them.

Client and Counselor Responses	The Skill You Used	Comments
CN 1: "What would you like to talk about today?"	Open Question	Looking at this now, it seems a little trite. I think I will try something else next time.
CL 1: "Well, I have been having a problem with a nosy neighbor CN 2: "Really? Tell me more"	Minimal encourager and door opener	Seems appropriate at this stage

Client and Counselor Responses	The Skill You Used	Comments
CL 2: "Well, she comes over every day. I can't get anything done. I need to work on the computer. I need to do some work around the house. But she won't let me."	Closed Question	I notice that the client is blaming the neighbor. She is not owning the problem. Maybe next time I will get the client to focus more on that.
CN 3: She doesn't have anything else to do?"		Whoops, I missed the boat. I think it might have been better to reflect on the client's frustration.

Triad Role Play Feedback Sheet - Observer

Your Name: _____

Role: Observer | Session # _____

Counselor Name: _____

Client Name: _____

Instructions: Each observer in the triad role play (client, counselor, and observer) will follow this process for recording your experience as you observe each role play. Please provide detailed, constructive feedback on your experience in observing the session. You do not need to submit this form.

1. Starting and Ending – Comment on the start and end of the session; what did you observe? Did you notice changes in energy throughout the session? How effective were the beginning and closing of the session?
2. Key processes/skills – What skills and processes were used? What others might have been useful?
3. Key moments – Can you identify key moments? What were they? What happened? How did they arise? How do you think the counselor dealt with these?
4. What worked – Can you identify the things you felt worked well? Be specific in terms of skills and processes.
5. Sticky moments – Were there any moments of dissonance or tension? How did these arise? How do you think these were dealt with? Could the counselor have done anything different?
6. Identify your key learning. What did you learn? What would you have done differently?

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.