

Wake Forest University
Department of Counseling
CNS 737: Basic Skills and Techniques
Fall 2024
Thursdays, 9:00-11:30 a.m.
Carswell Hall 205

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Course Content:

Counseling 737 focuses on the development of counseling skills, listening, and on personal growth. In this course, we will emphasize the systematic integration of basic techniques essential to the counseling process.

Learning Outcome Objectives: Knowledge and Skills

- 1) Demonstrate effective use of the following evidence-based counseling skills across various delivery modalities (3.E.7; 3.E.9):

Active Listening	Reflections of Meaning
Minimal Encouragers	Summaries
Reflections of Content	Silence
Reflections of Feelings	Questions
- 2) Describe counselor characteristics and behaviors that influence the helping process including age, gender, cultural differences, verbal and nonverbal behaviors, ethical and legal issues, personal characteristics, orientation, and skills (3.E.8)
- 3) Discuss client characteristics and behaviors that influence helping processes including age, gender, cultural differences, verbal and nonverbal behaviors, personal characteristics, traits, capabilities, and life circumstances (3.E.9)
- 4) Identify the attitudes, values, and beliefs which, according to selected theories, facilitate change and growth (3.E.8)
- 5) Evaluate personal assets and areas for growth with respect to basic counseling skills development, and describe ways to improve counseling skills (3.E.8)

Methods of Instruction:

As opposed to teaching students how to *do* counseling, we prefer to think of the developmental process of *becoming* a counselor. To that end, we will provide you with opportunities to learn counseling skills by reading, observing, and practicing. You will be encouraged to participate in discussions, role plays, and class exercises. You are in control of what you choose to disclose. Also, you will be asked to treat each other with respect and maintain confidentiality when working in dyads and triads.

Required Reading:

Young, M. E. (2020). *Learning the art of helping: Building blocks and techniques* (7th ed.). Upper Saddle River, NJ: Pearson.

Selected readings: Will be posted in Canvas

Student performance evaluation criteria and procedures:

1. Attendance & Participation

Attendance is necessary to develop the requisite knowledge and skills of a professional counselor. The more involved you are, the more you will gain from the course. We recognize that each class member brings a wealth of ideas, questions, and perspectives based on their life experiences; thus, your participation is valued, evaluated, and honored as part of the learning process. Given the experiential nature of this course, students are expected to attend every class prepared to contribute. Your attendance and participation will be a part of your overall course grade. Two absences will result in a 10% reduction in your final grade. Three absences will decrease your grade by 15%, and may result in your being asked to withdraw from the course or receiving a failing grade.

Practice Sessions in Class. A portion of most classes will be devoted to practicing counseling skills. Students will work in triads, rotating among the following three roles: *counselor*, *client*, and *observer*. Sessions will be observed by the professor. Your instructors and your peers will provide you with constructive feedback to facilitate skill development. Given the nature of this assignment, we stress the *importance of maintaining confidentiality*. Characteristics of each role are described below.

Counselor: This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, congruence, engagement in the process, and a willingness to take risks in the spirit of learning. Acceptance of constructive feedback is important.

Client: A student in this role should exhibit genuineness and openness. In the role of client, students are asked to draw upon real life experiences, the content of which is completely within the student's discretion. Students should take responsibility for determining and monitoring the level of self-disclosure they contribute to the learning

experience. Students may also choose to role play the part of “client,” with the understanding that such simulation may detract from the realism and quality of 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 occurring 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 an ability to give constructive feedback. The person in this role may take notes as needed.

2. Assessment of Learning

You will complete three assessments of learning (AOL) in this course. Each AOL is designed to assess your understanding of the reading material and will include 10 multiple choice questions based on the readings. (CACREP 2024 Standards: 3.E.8-9)

AOL #1 will cover chapters 1, 2, and 4.

AOL #2 will cover chapters 3, 5, and 6.

AOL #3 will cover chapters 7 and 8.

3. Preparatory counseling transcript

In preparation for your first video recording, meet with an assigned partner and record a 10 minute counseling session using non-verbal minimal encouragers, verbal minimal encouragers, open questions, and reflections of content. You may use Zoom or the Counseling Lab in Tribble Hall to record this session. Create and submit a transcript of your ten minute session, writing word-for-word the counselor responses and summarizing the client’s comments. Remember to label and evaluate each of your skills using the **transcript template** (see below; CACREP 2024 Standards: 3.E.8-9).

4. Video Recordings & Self-Assessment Papers

There are two signature assignments for this course, the video recordings and self-assessment papers, that are to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The video recordings and self-assessment papers will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the video recordings and self-assessment papers are Section 3.E.8-9: Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships and Interviewing, attending, and listening skills in the counseling process

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric

ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

For your first video recording, your instructor will pair you up with a classmate. Each of you should record a **30-minute segment** using the **Counseling Lab in Tribble Hall**, in which, as a counselor, you demonstrate your use of the following skills: mirroring, nonverbal minimal encouragers, verbal minimal encouragers, silence, open questions, and reflections of content. You also will be evaluated on your overall presence, and your avoidance of the following skills: closed questions, advice-giving, interpretations, and judgment statements. Please **transcribe** either the **first or last 15 minutes** of your recording as outlined in the brief example below. The transcript must include a verbatim account of all counselor responses. You may summarize the client's comments. For each counselor response, label the response (e.g., open question), and provide a critique of your response (i.e., how effective it was and alternative responses). Keep in mind that transcribing is a time intensive activity; leave yourself plenty of time to do this. Video recordings will not be accepted without a complete transcript. (CACREP 2024 Standards: 3.E.8-9)

Along with your **recording and transcript**, write a **3-4 page self-assessment paper** describing your ability to utilize the basic helping skills covered thus far. Include areas of strength, growth, and weakness. In each area, describe how you plan to retain and/or improve these skills. (CACREP 2024 Standards: 3.E.8-9)

Here is a brief example of what the transcripts for your video recording assignments should look like:

Transcript		
Counselor Response	Skill	Evaluation of Response
What would you like to work on today?	Open question	Effective response because it allowed client to describe her/his concern
Client mentioned that she's having a difficult time with her mother. She said that they often fight about little things that end up being blown out of proportion. She also mentioned . . .		
O.k. so you and your mother are fighting a lot, and you mentioned that the other day when you were leaving the house you forgot to take out the trash and when you returned home your mom got mad at you and, before you knew it, you were in, as you put it, a knockdown-drag-out argument with her.	Paraphrase	Not as effective because it was too long. I should have said: "Ok, so you and your mother aren't getting along as well as you would like."
Client indicated that my paraphrase was correct. She provided further details about her relationship with her mom, saying that things hadn't always been so difficult between them but since she moved back into the house after her divorce things have been a challenge		

The second video recording assignment is similar to the first recording with some notable exceptions. Like the first recording, you are being asked to **record a 30-minute session** in which you demonstrate your ability to utilize the counseling skills covered in this class. In particular, you will be graded on your ability to utilize the following skills: Open questions, reflections of content, feeling, and meaning, summaries, nonverbal communication skills, verbal minimal encouragers, silence, and mirroring. You also will be evaluated on your overall presence, and your avoidance of the following skills: closed questions, advice-giving, interpretations, and judgment statements. (Please see the rubric for this assignment below.) You are expected to **transcribe all 30 minutes**. This includes writing word-for-word your counseling responses and summarizing client responses. Video recordings will not be accepted without a complete transcript. (CACREP 2024 Standards: 3.E.8-9)

Moreover, write a **3-4 page self-assessment paper** describing your ability to utilize the basic helping skills covered thus far. Include areas of strength, areas of growth, and areas of weakness. In each area, describe how you plan to retain and/or improve these skills. (CACREP 2024 Standards: 3.E.8-9)

Video recordings will not be accepted or assessed without a transcript and self-assessment paper.

Use 12pt Times New Roman font and APA style.

Summary of Grade Weights by Assignment

Learning Activity	Points Possible	Percent of Grade	Grading Rubric
Participation/Attendance	5	5%	
Assessments of Learning	15	15%	Multiple Choice/True and False Answers
Preparatory Counseling Session Transcript	5	5%	Transcript Rubric
Video Recording 1 with Transcript	25	25%	Video Recording 1
Self-Assessment Paper 1	2.5	2.5%	Self-Assessment
Video Recording 2 with Transcript	45	45%	Video Recording 2
Self-Assessment Paper 2	2.5	2.5%	Self-Assessment
Total	100	100%	

Grading Scale		Corresponding Points
A	93-100	92.5-100
A-	90-92	89.5 – 92.4
B+	87-89	86.5-89.4
B	83-86	82.5-86.4

B-	80-82	79.5-82.4
C+	77-79	76.5-79.4
C	70-76	69.5-76.4
F	0-69	0-69.4

Late Assignments Policy: Assignments are due at the beginning of class on the date they are due otherwise they are considered late. You may be asked to submit an electronic version of your assignment along with a hard copy. Unless arrangements have been made with the course instructors, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

Disability Accommodation Policy and Procedure: Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require accommodation for taking this course, please contact the Center for Learning, Access, and Student Success within the first two weeks of the semester at 118 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone: 336-758-5929. Email: class@wfu.edu.

Diversity, Equity, and Inclusion:

Wake Forest University is committed to supporting diversity, equity, and inclusion. The Office of Diversity and Inclusion provides campus resources such as the Intercultural Center, LGBTQ Center, Women's Center, and more. Locate these on the web page under Affinity & Support. To learn more about WFU's commitment to diversity, equity, inclusion read the Non-Discrimination Statement and policy on Non-Discrimination on the Basis of Disability.

Pro Humanitate - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face, and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the Realizing Inclusion, Diversity, & Equity (R.I.D.E.) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

Bias:

You deserve a community free of bias and discrimination. A bias incident is an act or behavior consciously or unconsciously motivated by the offender's bias against facets of another's identity. As stated in the University's Equal Opportunity Policy, these facets include race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability, and veteran status. If you experience or witness an incident of bias or discrimination, please visit [Report Bias](#).

Emergency Contingency Plan: In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents will be made available online in a Canvas course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via USPS mail to the instructors' home address. If there

is a continued need to cancel class, the due dates for assignments may be pushed back.

Academic Policies and Honor Code: Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed on the Graduate School website.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.

- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism:** appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.
- Using ChatGPT or AI software text as your own thoughts.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

You are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [Judicial Affairs website](#) in addition to the [WFU Graduate School Honor Code](#). All work handed in for this course must be your own work. When writing or presenting about ideas that are not your own, you must properly cite the author(s). Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Other Academic Policies: For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook: <https://counseling.graduate.wfu.edu/forms/student-forms-information/>

Tentative Schedule and Assignments

Date	Topics	Readings and Due Dates
Aug 29	<p>Syllabus review</p> <p>*Informed Consents *Tour of Counseling Lab</p>	Syllabus
<p>Sept. 5</p> <p>CACREP 2024: 3.E.8-9</p>	<p>Helping as a Personal Journey</p> <p>The Nuts and Bolts of Helping</p> <ul style="list-style-type: none"> - What is helping? - Interviewing - What are counseling, psychotherapy, and coaching? <p>Providing Triad Feedback</p> <p>Skills:</p> <ul style="list-style-type: none"> - Nonverbals (attending/active listening) - Eye contact, body position (mirroring), pacing, attentive silence, voice tone, facial expressions, - minimal encouragers - Open invitations 	<p>7th ed: Chapter 1 7th ed: Chapter 4 (pp. 76-90)</p> <p>Class demo In-class practice</p>
<p>Sept. 12</p> <p>CACREP 2024: 3.E.8-9</p>	<p>Therapeutic Relationship</p> <p>Importance of the therapeutic relationship</p> <p>How to create a therapeutic relationship</p> <p>Factors that influence the therapeutic relationship</p> <p>Skills:</p> <ul style="list-style-type: none"> - Open questions 	<p>7th ed: Chapter 2 7th ed: Chapter 4 (pp. 90-95) Quilligan, 2007</p> <p>Triads begin</p>

	- Giving feedback	
Sept. 19 CACREP 2024: 3.E.8-9	Cultural Climate and the Therapeutic Relationship Reflecting Skills: Paraphrasing Skills: Paraphrasing or Reflections of Content	7th ed: Chapter 3 7th ed: Chapter 5 AOL #1 (Covers chapters 1, 2, and 4)
Sept. 26 CACREP 2024: 3.E.8-9	Reflecting Skills: Paraphrasing Continued Skills: Reflection of Content	7th ed: Chapter 5
Oct. 3 CACREP 2024: 3.E.8-9	Reflecting Skills: Reflection of Feeling Skills: Reflections of Feeling	7th ed: Chapter 6 Due: Preparatory Transcript
Oct. 10	Reflecting Skills: Reflection of Feeling Skills: Reflections of Feeling	7th ed: Chapter 6
Oct. 17 CACREP 2024: 3.E.8-9	NO CLASS	FALL BREAK
Oct. 24 CACREP 2024: 3.E.8-9	Reflecting Skills: Reflecting Meaning and Summarizing	7th ed:Chapter 7 AOL #2 (Covers chapters 3, 5, and 6) Due: Video Recording 1 with Transcript and Self-Assessment Paper 1
Oct. 31	Reflecting	7th ed: Chapter 7

CACREP 2024: 3.E.8-9	Skills: Reflections of Meaning and Summarizing Continued	
Nov. 7 CACREP 2024: 3.E.8-9	Challenging Skills: Introduction to Double-Sided Reflections	7th ed: Chapter 8
Nov. 14	Mindfulness	Guest Speaker: Dr. Dave Johnson
Nov. 21	Skills Application Across Service Delivery	Telehealth reading TBD *Use Zoom with skills practice today AOL #3 (Covers chapters 7 and 8)
Nov. 28	NO CLASS	THANKSGIVING BREAK
Dec. 5 (last class) CACREP 2024: 3.E.7, 3.E.8-9	Suicide Assessment Clinical Supervision Course reflections	Granello, 2010 Due: Video Recording 2 with Transcript and Self-Assessment Paper 2

Rubrics

Preparatory Counseling Session Transcript Rubric

Criteria	Points Available	Points Earned
Transcript was 10 minutes long	.5	
Counselor responses were fully transcribed and Client statements were summarized.	1.5	
Skills were labeled correctly.	1.5	
Counselor statements were evaluated thoughtfully and thoroughly, including alternative or corrective statements.	1.5	
	Total Points Earned	

Reflection Paper Rubric				
Depth of Paper	Poor 0 - 55%	Fair 56 – 63%	Good 64 – 71%	Excellent 72 – 80%
Content and Development	<ul style="list-style-type: none"> • Very little framework to the paper; support is lacking or is inaccurate. • Unclear if writer understands their purpose or the assignment. • Length is far less than expected. 	<ul style="list-style-type: none"> • Framework exists to some degree; accurate support for reflections exists but not to an ideal level. • Content is moderately inconsistent with regard to purpose. • Length is somewhat less than expected. 	<ul style="list-style-type: none"> • There is an appropriate framework to the paper that is consistently supported. • Content is minimally inconsistent with regard to purpose. • Length is very near expected with standard margins and font. 	<ul style="list-style-type: none"> • Major points are clearly stated and supported by well-thought out reflections. • Content and purpose are clear. • Length is appropriate with standard margins and font.
Integration of Thought	<ul style="list-style-type: none"> • Paper presents little to no self-awareness, insight, and reflection. 	<ul style="list-style-type: none"> • Paper presents standard information with a minimal level of self-awareness, 	<ul style="list-style-type: none"> • Paper shows a moderate level of self-awareness, insight, and reflection. 	<ul style="list-style-type: none"> • Paper shows a high level of self-awareness, insight, and reflection.

		insight, and reflection.		
Style of Paper	Poor 0 – 6%	Fair 7%	Good 8%	Excellent 9 – 10%
Language	<ul style="list-style-type: none"> • Sentences are often unclear. 	<ul style="list-style-type: none"> • Sentences are occasionally unclear. 	<ul style="list-style-type: none"> • Sentences are clear. 	<ul style="list-style-type: none"> • Sentences are clear and writing is at an advanced level.
Logic & Organization	<ul style="list-style-type: none"> • There is very little structure to the paper. 	<ul style="list-style-type: none"> • Structure of the paper is not easy to follow. • Paragraphs may be somewhat disjointed. 	<ul style="list-style-type: none"> • Structure of the paper is generally easy to follow. • Paragraph transitions may need some improvement. 	<ul style="list-style-type: none"> • Structure of paper is easy to follow. • Paragraphs are well-built and transitions are clear.
Mechanics of Paper	Poor 0 – 6%	Fair 7%	Good 8%	Excellent 9 – 10%
Grammar, Punctuation, and Spelling	<ul style="list-style-type: none"> • Paper contains far more errors in grammar, punctuation, or spelling than is acceptable. 	<ul style="list-style-type: none"> • Paper contains several errors in grammar, punctuation, or spelling. 	<ul style="list-style-type: none"> • Paper contains very few errors in grammar, punctuation, or spelling. 	<ul style="list-style-type: none"> • Paper contains almost no errors in grammar, punctuation, or spelling.
Comments:				
			Total Depth Percentage:	
			Total Style Percentage	
			Total Mechanics Percentage:	
			TOTAL PERCENTAGE:	
			TOTAL POINTS:	

Video Recording 1 Rubric

Modified Counselor Competencies Scale-Revised (CCS-R: Lambie et al., 2015)

Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Unacceptable	Harmful
	Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the client</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy. Points: 1	Demonstrates effective nonverbal communication skills for the majority of counseling sessions. Points: .75	Demonstrates inconsistency in his or her nonverbal communication skills. Points: .5	Demonstrates limited nonverbal communication skills. Points: .25	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks. Points: 0
	Encouragers	Includes Minimal Encouragers, such as “hmm” or “uh-huh”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship. Points: 1	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship. Points: .75	Demonstrates inconsistency in his or her use of appropriate encouragers. Points: .5	Demonstrates limited ability to use appropriate encouragers. Points: .25	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner. Points: 0
	Questions	Use of Appropriate Open & Closed Questions (<i>e.g., avoidance of double</i>)	Demonstrates appropriate use of questions, with an emphasis on	Demonstrates appropriate use of questions for the majority of the	Demonstrates inconsistency in using open-ended questions, and may	Demonstrates limited ability to use open-ended questions with	Demonstrates poor ability to use open-ended questions, such

Video Recording 2 Rubric

Modified Counselor Competencies Scale-Revised (CCS-R: Lambie et al., 2015)

Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Unacceptable	Harmful
	Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the client</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy. Points: 2	Demonstrates effective nonverbal communication skills for the majority of counseling sessions. Points: 1.75	Demonstrates inconsistency in his or her nonverbal communication skills. Points: 1.5	Demonstrates limited nonverbal communication skills. Points: 1	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks. Points: 0
	Encouragers	Includes Minimal Encouragers, such as “hmm” or “uh-huh”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship. Points: 3	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship. Points: 2.5	Demonstrates inconsistency in his or her use of appropriate encouragers. Points: 2	Demonstrates limited ability to use appropriate encouragers. Points: 1-1.5	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner. Points: 0
	Questions	Use of Appropriate Open & Closed Questions (<i>e.g., avoidance of double</i>)	Demonstrates appropriate use of questions, with an emphasis on	Demonstrates appropriate use of questions for the majority of the	Demonstrates inconsistency in using open-ended questions, and may	Demonstrates limited ability to use open-ended questions with	Demonstrates poor ability to use open-ended questions, such

		<i>questions, too many questions, and unjustified closed question)</i>	open-ended questions. Points: 8	counseling session, but may rely too much on questions and may use a few unjustified closed questions. Points: 7	use closed questions frequently and use too many questions. Points: 5-6	restricted effectiveness. Points: 2-4	as questions that tend to confuse the client or restrict the counseling process. Points: 0-1
	Reflecting: Paraphrasing	Basic Reflection of Content – Paraphrasing <i>Concise, precise, and nonjudgmental, avoids parroting</i>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach. Points: 8	Demonstrates appropriate use of paraphrasing for the majority of counseling session, though a few of the paraphrases may be lengthy and less accurate. Points: 7	Demonstrates paraphrasing inconsistently and inaccurately or paraphrases are mechanical or parroted responses or lack conciseness. Points: 5-6	Demonstrates limited proficiency in paraphrasing or is often inaccurate and/or lengthy Points: 2-4	Demonstrates poor ability to paraphrase, such as being judgmental and or dismissive Points: 0-1
	Reflecting: Reflection of Feelings	Reflection of Feelings <i>Concise, precise, and nonjudgmental, avoid parroting</i>	Demonstrates appropriate use of reflection of feelings as a primary approach. Points: 8	Demonstrates appropriate use of reflections of feelings (majority of counseling session). Points: 7	Demonstrates reflection of feelings inconsistently and is not matching the client. Points: 5-6	Demonstrates limited proficiency in reflecting feeling and/or is often inaccurate. Points: 2-4	Demonstrates poor ability to reflect feelings, such as being judgmental and/or dismissive. Points: 0-1
	Reflecting: Summarizing	Summarizing content, feelings, content, and meaning)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and, at times, even meaning.	Demonstrates ability to appropriately use summarization during the session, but may not include feelings, behaviors, and/or meaning in the	Demonstrates inconsistent and inaccurate ability to use summarization	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did <i>not</i> understand client)	Demonstrates poor ability to summarize, such as being judgmental and/or dismissive.

			Points: 8	summaries or some may be overly lengthy or imprecise. Points: 7	Points: 5-6	Points: 2-4	Points: 0-1
	Reflecting: <i>Reflections of Meaning</i>	Reflection of Meaning, including values, core beliefs, and worldviews <i>(taking counseling to a deeper level)</i>	Demonstrates the use of reflections of meaning & promotes discussion of greater depth during counseling session. Points: 8	Demonstrates ability to appropriately use advanced reflection, at least once, to support increased exploration of session. Points: 7	Demonstrates inaccuracy in use of reflections of meaning and/or engages in interpretation rather than reflection. Points: 5-6	Demonstrates an inability to move the session to a deeper level. May topic jump frequently in the session. Points: 2-4	Demonstrates poor ability to use reflections of meaning, such as being judgmental and/or dismissive. Points: 0-1
Total Points (out of a possible 45 points)							