

MURRAY STATE UNIVERSITY**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 619****CREDIT HOURS: 3****I. TITLE: Foundational Counseling Skills****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

An experiential study and practice of basic relationship and conceptualization counseling techniques will be the central focus of the course. Students must complete this course with a grade of B or better in order to continue in the program. Successful completion of CNS 619 is a prerequisite for CNS 790.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective.

Upon successful completion of this class, students will gain knowledge of

- A. counselor characteristics and behaviors that influence helping processes including verbal and nonverbal behaviors, and personal characteristics, orientations, and skills (Section II: G.5.b; Section III School : C1);
- B. client characteristics and behaviors that influence the counseling processes including verbal and nonverbal behaviors and personal traits, characteristics, capabilities, and developmental life circumstances (Section II: G.5.b, G.3.f; NASP 2.4);
- C. factors that influence helping processes including environmental and social factors, relationship external to the helping process, and commitment to change (Section III School: C1; NASP 2.4);
- D. basic and advanced counseling skills including philosophic and theoretical bases, proponents, advantages and limitations, factors considered in applications, and behavioral manifestations (Section II: G.5.c, G.5.d; Section II School: C1; NASP 2.4);
- E. the components and implementation of effective counseling (Section II: G.5.b);
- F. professional roles and functions including similarities and differences with other types of professionals (Section II: G, 1.b);
- G. will gain knowledge of the ethical standards and issues related to building professional counseling relationships according to the 2005ACA Code of ethics (Section II: G.1.j; Section III CMHC: A2; Section III School: A2);
- H. internal and external factors (including culture) affecting the counseling relationship (Section II G.5.b, G.5.c, G.2.e, G. 3.f; Section III CMHC: E1; Section III School: D1); and
- I. the role and process for the professional counselor in advocating on behalf of the profession (Section II G.1.h).

Upon successful completion of this class, students will be able to

- A. explain and discuss ethical issues, including informed consent and limits of confidentiality (Section II: G.1.j; Section III CMHC: A2, B1; Section III School: A2);
- B. conduct effective intake interviews (Section II: G.5.c);
- C. develop a therapeutic relationship with clients (Section II: G.5.b);
- D. recognize and reflect client affect (Section II: G. 5.b, G.5.c);
- E. emotionally and psychologically attend to client (Section II: G.5.b);
- F. conceptualize client's underlying issues (Section II: G.5.b, G.5.c);
- G. recognize and reflect client's patterns of behaviors and blind spots (Section II: G.5.b, G.5.c);
- H. recognize and reflect patterns of inconsistent behavior and thought (Section II: G.5.b, G.5.c);
- I. recognize and effectively use verbal and nonverbal behaviors in the counseling process (Section II: G.5.b); and
- J. recognize and self-evaluate levels of effective counseling skills and personal characteristics that may interfere in counseling (Section II G. 5.b; Section III CMHC: D9; Section III School: D1).

The CAEP/EPBSB theme of diversity will be addressed via students engaging in experiential activities that promote self-awareness and empathy towards others. With regards to the CAEP/EPBSB theme of assessment, students' foundational counseling skills, personal self-awareness, knowledge, and skills will be assessed to determine the extent of student learning proficiency. Furthermore, this course promotes reflective decision making as students increase their self-awareness and understanding of foundational counseling skills.

IV. CONTENT OUTLINE:

- A. Counseling Profession

1. Roles
2. Functions
3. Ethics
4. Personal Development
- B. Relationship Building Skills
 1. Core Conditions (Unconditional positive regard, Empathy, Genuineness)
 2. Attending (Verbal & Nonverbal)
 3. Reflecting Feelings
 4. Summarizing
 5. Paraphrasing
- C. Working Stage Skills
 1. Immediacy
 2. Challenging Skills
 3. Conceptualization skills
 4. Using questions appropriately (end of course)

V. INSTRUCTIONAL ACTIVITIES:

- A. Experiential Skill Practice & Ethical Behavior
 Students will practice and evaluate their skill development through in-class practice. Practice sessions will be video recorded to for student and instructor review. Due to the naturalistic environment of these practice sessions, students may become aware of personal and sensitive material. Strict confidentiality will be expected based on the 2014 ACA Code of Ethics. Breaches of confidentiality will result in grade reduction and possible program dismissal.
- B. Video Review
 Students will be required to video record their sessions each time they fulfill the counselor role and review videos after receiving instructor and peer feedback. Counseling practice will take place in the classroom. Students will be issued a video camera to record their practice sessions for personal review.
- C. Live Supervision
 Students will be observed by the supervisor during the practice portion of class. Instructors' observations will be factored into video critique grades.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will practice and evaluate skills through an in-class laboratory experience allowing students to participate as both counselor and client.

VII. TEXT(S) AND RESOURCES:

Required Text:

Cormier, S. & Hackney H. (2012). *Counseling strategies and interventions* (8th ed.). Boston: Allyn & Bacon.

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements:
 Grades: Total of 100 points possible
 A = 90-100%
 B = 80- 90%
 C = 70- 80%

Due to the experiential nature of this course, students will be evaluated based on their demonstration of the basic Stage I and Stage II skills.

1. Case Notes	20 points
<hr/>	
	Case Notes = 5 %
2. Critique #1 – Attending skills	6 points
3. Critique #2 – Cognitive Content	6 points
4. Critique #3 – Affective Content	6 points
5. Critique #4	6 points
6. Critique #5	6 points
7. Critique #6	6 points

8. Critique #7	6 points
	Critiques = 15 %
9. Quiz 1	10 points
10. Quiz 2	10 points
	Quizzes = 20 %
11. Midterm Tape –Stage Skills	50 points
	Midterm = 20 %
12. Final Video – Stage II Skills	50 points
	Final = 40 %

Midterm and Final videos will be evaluated by Dr. Bakes; and other counseling faculty. Students who receive a grade other than an A or B will not be allowed to take additional counseling courses. Students who receive a C or below will be allowed to retake CNS 619 once and continue in the program if a satisfactory grade is obtained.

B. Assignment Description:

1. Case Notes (1-4) (5 points each). Choose a case note format, DAP or SOAP and complete a case note for the previous session.
2. Critiques # 1 – Attending Skills (6 points). The first video critique will focus on 1) understanding and application of ethical standards relating to informed consent, 2) discussion of awareness of existing or potential personalization issues. 3) discussion of awareness of client's culture and how it is influencing or playing out in session, 4) discussion of counselor's ability to demonstrate the three core conditions (unconditional positive regard, congruence & empathy). List each skill, give an example of how you used the skill including quotations from the session (if a verbal skill) and comment on your level of proficiency demonstrated during that session. (Section II: G. 5.b, G.5.c, G.1.J; Section III CMHC: A2, D9; Section III School: D1).
3. Critique # 2 – Reflecting Cognitive Content (6 points). The second video critique will focus on 1) discussion of awareness of existing or potential personalization issues. 2) discussion of awareness of client's culture and how it is influencing or playing out in session, 3) discussion of counselor's ability to demonstrate the three core conditions (unconditional positive regard, congruence & empathy). 4) discussion of counselor's ability to paraphrase and summarize cognitive content. List each skill, give an example of how you used the skill including quotations from the session (if a verbal skill) and comment on your level of proficiency demonstrated during that session. (Section II: G. 5.b, G.5.c, G.1.J; Section III CMHC: A2, D9; Section III School: D1).
4. Critique # 3 – Reflecting Affective Content (6 points). The first video critique will focus on 1) discussion of awareness of existing or potential personalization issues. 2) discussion of counselor's ability to demonstrate the three core conditions (unconditional positive regard, congruence & empathy). 3) discussion of counselor's ability to paraphrase and summarize cognitive content. 4) Discussion of counselor's ability to effectively identify and reflect client emotion. List each skill, give an example of how you used the skill including quotations from the session (if a verbal skill) and comment on your level of proficiency demonstrated during that session. (Section II: G. 5.b, G.5.c, G.1.J; Section III CMHC: A2, D9; Section III School: D1).
5. Midterm Video & Transcription (50 points) Each student will be required to submit a 10 minute video recorded practice session demonstrating Stage I skills. The midterm video will be transcribed by the student (Section II: G. 5.b, G.5.c, G.1.J; Section III CMHC: A2, D9; Section III School: D1).

Submit the transcription along with the digital camera for grading. Your camera will be returned the next week in time for Stage II practice.

6. Video -Critique 4 – Main Issue (6 points). This critique will focus on 1) discussion of awareness of personal culture and emotional issues during the session with special emphasis on personalization issues impacting ability to counsel 2) discussion of awareness of client's culture and how it is influencing or playing out in session, 3) discuss your conceptualization of the client's main issue and how you see this issue affecting

the client's belief system and behaviors. Conclude the critique with your general feelings about the session, what went well and what you plan to do to continue to progress (Section II: G. 5.b, G.5.c, G.1.J; Section III CMHC: A2, D9; Section III School: D1).

7. Video-Critique 5 – Discrepancies & Blind spots (6 points). This critique will focus on 1) discussion of awareness of personal culture and emotional issues during the session with special emphasis on personalization issues impacting ability to counsel 2) discuss your conceptualization of the client's main issue and how you see this issue affecting the client's belief system and behaviors. 3) Describe your efforts at identifying and pointing out inconsistencies and blind spots. 4) Conclude the critique with your general feelings about the session, what went well and what you plan to do to continue to progress
8. Video Critique 6 – This critique will focus on 1) discussion of awareness of personal culture and emotional issues during the session with special emphasis on personalization issues impacting ability to counsel 2) discuss your conceptualization of the client's main issue and how you see this issue affecting the client's belief system and behaviors. 3) Describe your efforts at identifying and pointing out inconsistencies and blind spots. 4) Conclude the critique with your general feelings about the session, what went well and what you plan to do to continue to progress
9. Video Critique 7 - This critique will focus on 1) discussion of awareness of personal culture and emotional issues during the session with special emphasis on personalization issues impacting ability to counsel 3) discuss your conceptualization of the client's main issue and how you see this issue affecting the client's belief system and behaviors. 4) Describe your efforts at identifying and pointing out inconsistencies and blind spots. 5) Conclude the critique with your general feelings about the session, what went well and what you plan to do to continue to progress
10. Final Video (50%) Each student will be required to turn in a 25 minute video recorded practice session demonstrating both Stage I and Stage II skills. The final tape will be transcribed by the student. The video should demonstrate your very best Stage I and Stage II Skills. Upload video on Canvas and bring final written transcript to last day of class. As you transcribe, please label each skill (Section II, G, 5b & c).

Late assignments will be subject to point reduction.

Video Transcription:

Midterm and Final Videos will be transcribed. Students will select a video recorded session they feel best demonstrates their ability to accurately and affectively use appropriate Stage I and Stage II skills as dictated by the client's needs. Once a tape has been selected, the student will transcribe (type word for word) the dialogue between the client and counselor. Be sure to clearly mark between the counselor and the client's dialogue in order to easily identify who is saying what. In addition to writing the client and the counselor's comments, a third component should be included in the transcription. A "wish list" of things you wish you would have said should be included in the context of the transcript. Include a wish list statement within the content of the transcript, not at the end of the transcript. Be sure to label each skill.

Submit transcription with the digital camera.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as

unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: [\(270\) 809-3155](tel:(270)809-3155) Fax: [\(270\) 809-6887](tel:(270)809-6887); TDD: [\(270\) 809-3361](tel:(270)809-3361); Email: msu.titleix@murraystate.edu

CACREP Counseling Program Specifics for CNS 619

Clinical Mental Health Counseling Objectives		Assessment
Foundations A2	Understands ethical and legal considerations specifically related to the practice of school counseling.	Experiential practice reflection/critiques Quiz
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Experiential practice reflection/critiques, Mid-term and Final video demonstration
Prevention & Intervention D9	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Experiential practice reflection/critiques,
Diversity & Advocacy E1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Experiential practice reflection/critiques, Quiz, Midterm & Final videos
School Counseling Objectives		Assessment
Prevention & Intervention C1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Experiential practice reflection/critiques
Prevention & Intervention C3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Experiential practice reflection/critiques,
Prevention & Intervention D1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Experiential practice reflection/critiques, Midterm & Final video demonstration

Course Schedule and Assignments

Date	Topic	Reading/Assignment	CACREP Standards
August 24	Overview of Course Assignments & Requirements Lecture: Developing a Counseling Identity, Introduction to the helping profession (underlying counseling philosophies and perspectives) & Informed Consent/Ethical Issues in Counseling Lecture: Therapeutic Alliance and the Core Conditions/Counselor Attitudes for building a relationship:	Chapter 1: The Helping Profession Chapter 2: The Helping Relationship	Section II G.1.b, G.5.b, G. 5.b G.1.h
August 31	Lecture: Verbal & Nonverbal attending Skills. Effective use of Silence. Personalization Issues.		Lecture: Verbal & Nonverbal attending Skills. Effective use of Silence. Personalization Issues.
September 7	Labor Day		
September 14	Lecture: Paraphrasing and summarizing cognitive content Skills Practice	Chapter 5: Managing the Helping Session Critique 1- Attending skills (Due Thursday, Sep 17th at 11:59pm)	Section II G.1.j; Section III CMHC D9, E1; Section III School C3, D1
September 21	Lecture: Paraphrasing and summarizing affective content - Reflecting feelings - 6 core emotions Skills Practice	Critique 2 –Cognitive (Due Thursday, Sep 24th at 11:59 pm)	Section II G.5.b, G. 5.b; Section III CMHC D9, E1; Section III School C3, D1
September 28	Skill Practice – All Stage One Skills	Critique 3 – Working with Affect (Feeling Reflections) (Due Thursday Oct 1st at 11:59 pm)	Section II G.5.b, G. 5.b; Section III CMHC D9, E1; Section III School C3, D1

October 5	Skill Practice :Midterm Tape	Quiz 1	Section II G.5.b, G. 5.b; Section III CMHC D9, E1; Section III School C3, D1
October 12	Lecture: Working Stage Advanced Skills: Part One	Midterm Tapes Chapter 8: Conceptualizing issues and Goals Young Chapter 9 – Challenging skills	Section II G.5.b, G. 5.b, Section III CMHC D9, E1; Section III School C3, D1
October 19	Skills Practice - Working Stage Advanced Skills Part One	Chapter 9: Using integrative helping strategies & interventions	Section II G.5.b, G. 5.b, Section III CMHC D9, E1; Section III School C3, D1
October 26	Lecture: Working Stage Advanced Skills: Part Two	Critique 4 –Working Stage Part One (Thursday Oct 29th at 11:59pm)	Section II G.5.b, G. 5.b, Section III CMHC D9, E1; Section III School C3, D1
November 2	Skills Practice – Working Stage Advanced Skills: Part Two	Chapter 10: Common challenges	Section II G.5.b, G. 5.b, Section III CMHC D9, E1; Section III School C3, D1
November 9	Lecture: Common Challenges for counselors Skills Practice – All Advanced Skills	Critique 5 – Working Stage Part Two (Thursday Nov 12th at 11:59pm) Quiz 2	Section II G.5.b, G. 5.b, Section III CMHC D9, E1; Section III School C3, D1
November 23	Skills Practice: Final Tape	Critique 6 – All Working Stage (Wed Nov11th at 11:59pm)	Section II G.5.b, G. 5.b, Section III CMHC D9, E1; Section III School C3, D1
November 30	How to effectively use Questions; Using the basic skills with Children	Final Tape Due	Section II G.5.b, G. 5.b, Section III CMHC D9, E1; Section III School C3, D1
December 7	FINALS WEEK		



**CNS 619 Foundational Counseling Techniques
Video Critique Rubric**

CATEGORY	3 Exceeds Standards	2 Meets Standards	1 Below Standards	0 Does Not Meet Standards	Score
<p>Skill Critique</p> <p>CACREP Section II: G.5.c</p>	<p>Weekly counseling video of appropriate length uploaded on time and includes a two-three page skill critique. Critique contains a thorough description of how individual used each skill, including specific examples. Includes skills used effectively as well as those used less effectively or not at all. Includes discussion on how individual plans to improve or implement non-demonstrated skills.</p>	<p>Weekly counseling video of appropriate length uploaded on time with two-three page written skill critique. Critique contains a description of how individual used each skill. Includes skills used effectively as well as those used less effectively or not at all. Includes discussion on how</p>	<p>Weekly counseling video and/or written critique submitted after deadline. Partial or weak description of effective and less effective skills</p>	<p>Did not submit video and/or written critique. Poorly describes or does not describe skills used and not used.</p>	3
<p>Personal Insight/Personalization Reflection</p> <p>CACREP Section II: G.5.b</p>	<p>Thorough description of personal insight and new understanding of self and how one's self influences and is influenced by the specific skills and the counseling process in general. Well written without</p>	<p>Thorough description of personal insight and new understanding of self and how one's self influences and is influenced by the counseling process. Well written without errors.</p>	<p>Demonstrates partial or incomplete description and understanding of self and their personal impact on the counseling process. Partial or weak understanding of impact skills or session has on</p>	<p>Fails to identify and/or understand personal impact of counseling process.</p>	3

	errors.		them.		
					6 Points

This rubric provides a description of what each skill in the **Relationship Building Stage** should look like in order to meet the expectations of the instructor and program requirements (CACREP Section II: G.5.b, G.5.c, G.2.e; Section III CMHC D9, E1)

Skills	Exceeds Standards	Meets Standards	Below Standards	Does Not Meet Standard	Score
Showing Respect	Presents continuous unconditional acceptance of client as a person.	Presents unconditional acceptance of client as a person.	Seems troubled or not accepting of some client content.	Does not accept client. Shows disapproval of client.	
Empathic Responding	Consistently demonstrates caring and understanding of client's concerns and emotional distress.	Demonstrates caring and understanding of client's concerns and emotional distress.	Inconsistent demonstration of empathy. Misunderstands or judges some client content/meaning.	Demonstration of empathy. Misunderstands or judges some client content/meaning.	
Genuine & Congruent	Expresses own reactions and feelings in an identifiable, non-judgmental manner. Easy to read expressions	Expresses appropriate reactions and feelings. Facial expressions are appropriate.	Occasionally demonstrates uncaring or negative reaction to client content.	Demonstrates uncaring or negative reaction to client content.	
Attending Skills	Naturally presents comfortable and open body posture and stance. Physically attentive <u>and</u> interested in client throughout entire session.	Presents comfortable and open body posture and stance. Physically attentive <u>and</u> interested in client.	Presents occasional closed, uncomfortable or awkward looking body position or physical behavior. Occasionally seems distracted or uninterested	Consistently presents closed or awkward body position. Fails to physically face and attend client. Appears distracted and uninterested.	

Encouraging Skills	Naturally and effectively employs nonverbal encouraging skills. Uses verbal encouragement effectively when necessary.	Uses non verbal encouraging skills (eye contact, head nodding & active silence). Uses verbal encouragers sparingly (tell me more).	Uses nonverbal skills but needs refinement (ie too much head nodding, too much or too little silence). Too many verbal encouragers.	Poor application or lack of use of nonverbal skills. Heavy and inappropriate reliance on verbal encouragers. Asks questions.	
Paraphrasing	Effectively restates in own words client's <u>content</u> (what client said). Accurately restates succinctly in own words client's meaning (How they feel or what the situation means to them).	Briefly restates in own words client's <u>content</u> (what client said). Briefly restates in own words client's meaning (How they feel or what the situation means to them)	Restates <u>content</u> but inconsistently or inaccurately paraphrases <u>meaning</u> . Paraphrases are too long, wordy and unclear. Asks occasional questions with words or tone of voice.	Poorly restates <u>content</u> and misinterprets or tries to imply causality of <u>meaning</u> . Gives advice or direction. Consistently asks questions instead of paraphrasing.	
Concrete Language	Effectively uses active tense. Smoothly, uses clear, direct words. Skilled application of succinct, short statements. Consistently addresses issues clearly and directly. Easy to understand	Uses active tense. Uses clear, direct words. Uses succinct, short statements. Addresses issues clearly and directly. Easy to understand	Sometimes uses passive tense. Occasionally uses unclear language that minimizes counselor or client's intent (i.e. kind of, sort of). Some lengthy statements	Consistently uses lengthy and wordy statements. Uses minimizing or vague words or terminology regularly. Purpose is unclear & difficult to understand.	
Affect Reflection	Consistently and accurately reflects client affect using concise active voice statements, and using core emotions (Angry, Sad, Scared, Happy, Hurt & Lonely)	Reflects client affect using short, concise statements and using core emotions (Angry, Sad, Scared, Happy, Hurt & Lonely).	Sometimes uses vague or minimalized feeling words instead of core emotions. Fails to address client affect consistently.	Consistently uses vague and minimalizing feeling words instead of core emotions. Makes little or no effort to address client affect.	
Summary	Effectively restates succinctly in own words, the underlying meaning of the session and how	Briefly restates in own clear words the underlying meaning of the session and how it affects	Restates in own words the content of the session. Summary a little jumbled.	Talks too long, focusing solely on content. Difficult to understand or inaccurate summary.	

	it affects client emotionally (core feeling).	client emotionally (core feeling).			
Personalization	Effectively recognizes & takes action when and if personal issues, values & beliefs affect counselor/client.	Recognizes & attempts to address when and if personal issues, values & beliefs affect counselor/client.	Partially recognizes and/or addresses when and if personal issues, values & beliefs affect counselor/client.	Fails to recognize and address personal issues, values & beliefs that are affecting counselor/client.	

CNS 619 Final Video Evaluation Rubric					
CATEGORY	Exceeds Standards 10	Meets Standards 9-8	Below Standards 4-7	Does Not Meet Standards 1-3	Score
<p>Relationship Building Skills (CACREP Section II: G.5.b, G.5.c, G.2.e; Section III CMHC D9, E1)</p>	<p>Effectively uses all relationship building skills. Establishes genuine and honest relationship with client through sincere, empathic and nonjudgmental attitude and commitment to client. Demonstrates personal and client cultural awareness and understanding. Visibly demonstrates empathy and nonjudgmental behavior to client. Effective physical and psychological attending skills. Uses short, concrete language. Appropriately uses content and meaning paraphrase. Reflects feelings affectively. Uses Clear Summary.</p>	<p>Establishes strong relationship with client through empathic and nonjudgmental attitude toward client. Aware of personal and client culture. Demonstrates empathy and nonjudgmental behavior to client. Effective physical and psychological attending skills. Uses short, concrete language. Appropriately uses content and meaning paraphrase. Reflects feelings and summarizes accurately.</p>	<p>Uses some or most skills but lacks genuineness and empathy. Skills are stiff and forced. Paraphrases are wordy and vague. Asks some questions instead of observational reflections. Fails to interrupt client when necessary. Uses vague non-core emotion words when reflecting feelings. Summary is wordy or inaccurate.</p>	<p>Shows no empathy or genuineness. Asks questions instead of reflecting or lets client talk without any intervention.</p>	
<p>Working Stage Skills (CACREP Section II: G.5.b, G.5.c, G.2.e; Section III CMHC D9, E1)</p>	<p>Effectively uses all relevant stage II skills. Reflects core feelings that client has not shared. Uses self-disclosure appropriately. Able to address client issues and behavior as they occur in the moment. Accurately identifies and</p>	<p>Accurately uses most of the working stage skills. Reflects core feelings that client has not shared. Uses self-disclosure appropriately. Able to address client issues and behavior as they occur in the moment. clearly understands</p>	<p>Still struggles with relationship building skills. Accurately uses some of the working stage skills. Not consistent in using advanced skills. Does not accurately</p>	<p>Fails to use any advanced skills. Paraphrases without relating to underlying issue. Usage of advanced skills is incorrect or very limited.</p>	

	<p>describes patterns of behavior or belief and how they relate to client's underlying issue. Uses encouragement to support client during strong emotions. Effectively points out discrepancies and inconsistencies as they relate to underlying issue.</p>	<p>client issues. Accurately identifies and describes patterns of behavior or belief and how they relate to client's underlying issue. Uses encouragement to support client during strong emotions. Effectively points out discrepancies and inconsistencies as they relate to underlying issue.</p>	<p>apply underlying issues.</p>		
<p>Conceptualization (CACREP Section II: G.5.b)</p>	<p>Clearly understands underlying issue and how it relates to clients behaviors and emotions. Uses conceptualization as foundation for effective interventions an. Consistently redirects client back to the underlying issue. Helps client to thoroughly discuss and explore underlying issue.</p>	<p>Understands underlying issue and how it relates to clients behaviors and emotions. Uses conceptualization as foundation for effective interventions an. Consistently redirects client back to the underlying issue. Helps client to thoroughly discuss and explore underlying issue.</p>	<p>Identifies client issue but fails to keep client focused on the main issue or identifies only a portion or part of the main issue. Discusses issue only part way. Touches on underlying issue superficially.</p>	<p>Fails to identify or Inaccurately identifies underlying issue. Personalization issues keep counselor from addressing underlying issue.</p>	
<p>Total Points Possible: 30</p>					