

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING**

**COURSE PREFIX: CNS**

**COURSE NUMBER: 694**

**CREDIT HOURS: 3**

**I. TITLE: Advanced Counseling and Supervision**

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

An extension of CNS 619 whereby students will study and apply advanced counseling techniques and basic supervisory skills.

**Prerequisite(s):** CNS 619

**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 be able to

- A. demonstrate an understanding of the counselor characteristics and behaviors that affect the helping process including verbal and nonverbal behaviors, personal characteristics, orientations, and skills (CACREP Section II: G5b);
- B. use foundational counseling skills to establish rapport and conduct nonjudgmental interviews (CACREP Section II: G5c);
- C. utilize assessment skills to understand a client's background, identify presenting issues, and assess progress in counseling (CACREP Section II: G7b);
- D. use goal-setting skills to devise an elementary treatment plan for a client (CACREP Section II: G3h);
- E. utilize advanced counseling skills to understand a client's unique worldview and promote positive client outcome (CACREP Section II: G5c);
- F. employ supervisory feedback to promote self-awareness and positive client outcomes (CACREP Section II: G1e);
- G. utilize beginning supervisory skills to assist other student-counselors in the promotion of their self-awareness (CACREP Section II: G1e);
- H. demonstrate effective record keeping skills to increase interorganization collaboration and communication (CACREP Section II: G1b); and
- I. develop an awareness of the research and evidenced-based practices in counseling (CACREP Section II: G8a).

The CAEP/EPBSB theme of diversity will be addressed via students engaging discussion regarding the benefits and/or limitations of counseling approaches within a multicultural framework. The class will also promote students written communication skills (CAEP/EPBSB them of Literacy/Reading) via the advanced technique paper. Finally, this course promotes reflective decision making as students increase their counseling self-efficacy and understanding of self within the supervisory process.

**IV. CONTENT OUTLINE:**

- A. Establish a working alliance
- B. Foundational counseling skills
- C. Advanced counseling skills

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Online lectures
- B. Small group and whole class discussions
- C. Assigned readings
- D. Digital media
- E. Experiential Learning
- F. Research
- G. Exams

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

Students will practice and evaluate skills through in-class role-plays allowing students to participate as both counselor and client while experiencing each theoretical approach.

## VII. TEXT(S) AND RESOURCES:

### A. Required Text:

Baird, B. N. (2014). *The internship, practicum, and field placement handbook: A guide for the helping professions* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Erford, B. T. (2015). *40 techniques every counselor should know*. Hoboken, NJ: Pearson Education, Inc.

### B. Other Required Selections:

Instructor assigned readings (e.g., journal articles) will be posted on Canvas

### C. References:

American Counseling Association. (2005). *ACA Code of Ethics 2005*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### D. Websites:

American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)

Association for Counselor Education & Supervision (ACES): [www.acesonline.net](http://www.acesonline.net)

American Mental Health Counselors Association (AMHCA): [www.amhca.org](http://www.amhca.org)

American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)

Kentucky Counseling Association (KCA): [www.kyca.org](http://www.kyca.org)

Association for Play Therapy (APT): [www.a4pt.org](http://www.a4pt.org)

Association for Creativity Counseling (ACC): [www.creativecounselor.org](http://www.creativecounselor.org)

### E. Journals:

*Journal of Counseling & Development*

*Counselor Education and Supervision*

*Journal of Mental Health Counseling*

*Professional School Counseling Journal*

*International Journal of Play Therapy*

*Journal of Creativity in Mental Health*

### F. Library Resources:

MSU Library: [www.murraystate.edu/MSML](http://www.murraystate.edu/MSML)

MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / [kfarmer10@murraystate.edu](mailto:kfarmer10@murraystate.edu)

## VIII. EVALUATION AND GRADING PROCEDURES:

### A. Course Requirements:

Practice Sessions

Supervision

Advanced Technique Paper

Final Video

Record Keeping

### B. Grading Scale:

A = 92 – 100

B = 82 – 91

C = 72 – 81

E = Below 72

### C. Assignment Descriptions:

#### 1. Practice Sessions and Session Review Forms (20%)

Students will complete 10 weekly, 20-minute sessions. Each session will be recorded (instructor to provide recording device, but students will be responsible for their own storage device). The session should incorporate that week's microcounseling skill. Students will be responsible for submitting session review forms to the instructor via Canvas. Students will highlight the use, or potential use, of microcounseling skills in the session review forms (no credit will be received if microcounseling skill is not highlighted). Students will also be responsible for writing weekly case notes that reflect the content of the session and then maintaining those notes in the "client's file" (See Record Keeping assignment).

2. Supervision (20%) (CACREP Section III Clinical Mental Health Objectives: A5)  
This assignment will consist of two projects: Group Supervision and Supervision Exam.
  - a. Group Supervision (50% of the total grade for this assignment): Students will be broken up into supervision cohorts will play the role of a supervisee at least once during the evening; otherwise he/she will play the role of a supervisor within a group format. When playing the role of the supervisee, the student will be responsible for at least one case presentation. The purpose of the case presentation is to provide opportunities for interactive group feedback (i.e., group supervision). As such, the supervisee will provide the supervision cohort with a case write-up (i.e., Mental Status Examination) and show a 5-10 minute segment of a session on which you would like specific feedback (instructor will provide guidelines for Mental Status Examination). The supervisee's introduction and review of the tape should take 10 to 15 minutes; this will be followed by group feedback and supervision.  
  
Prior to meeting with your supervision cohort, all students will be required to read assigned readings on supervision and supervision theories. Furthermore, you are responsible for completing and submitting, via Canvas, the assigned supervision exercises. The readings and assignments are not exercises to be carried out in futility; rather, you should be mindful of incorporating your supervisory learnings when providing feedback to the supervisee. Students' supervisory skills will be assessed via observation during peer's case presentation.
  - b. Supervision Exam (50% of the total grade for this assignment): Towards the end of the semester, student's knowledge of supervision will be assessed via an online exam.
3. Advanced Technique Paper (10%) (CACREP Section III Clinical Mental Health Objectives: I1, J1)  
Each student will reflect on the population that could comprise his/her clientele base (e.g., children, adolescents, couples, etc.). Then each student write a paper (minimum five [5] typed pages [12 inch font, times new roman, one-inch margins]) describing an advanced counseling technique for said population. This technique should be a supplemental to the techniques which were learned about in class (i.e., your technique should not be something that we discussed in class or a technique from the text). This assignment should be in compliance with the APA Publication Manual: 6th Edition (2010). Instructor will provide rubric.
4. Final Video (20%)  
Each student will be required to turn in a 25 minute recorded practice session demonstrating both foundational and advanced counseling skills. The final video will be transcribed by the student using the pre-formatted document. This taping will take place outside of the class; as such, you will be responsible for (a) making arrangements with another student in class with whom you will have the session, (b) having a device to record the session, and (c) ensuring that the session is taking place in a location where confidentiality will not be breached.
5. Record Keeping (15%) (CACREP Section III Clinical Mental Health Objectives: D7)  
Each student will be responsible for maintaining a client file. The file will include items such as the informed consent form, bio-psycho-social assessment, treatment plan, weekly case notes, and discharge plan. The files will be updated on a weekly basis, and the instructor will distribute and collect files on a weekly basis.
6. Attendance & Participation (15%): Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors.
  - a. Attendance: Due to the seminar format of the course, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from ONE (1) class meeting (if he or she contacts instructor prior to class meeting) without incurring 5 percentage points being subtracted from their final grade for EACH absence after one. More than three (3) absences will result in a failing grade for CNS 694: Advanced Counseling and Supervision regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay.
  - b. Participation: Participation in CNS 694: Advanced Counseling and Supervision includes (a) having completed readings prior to class, (b) having completed all assigned work prior to class, and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

- (97%) Attended all class meetings and was a leader & facilitator during class discussion.
- (94%) Attended all class meetings and was actively involved in class discussion (consistently).
- (90%) Attended all class meetings & participated or missed one class meeting, but was actively involved in class.
- (87%) Missed one class meeting (or arrived late/left early from one class meeting) and participated in class discussions.
- (84%) Missed two classes meetings (or arrived late/left early from two class meetings) and was actively involved in class discussions.
- (80%) Missed two class meetings (or arrived late/left early from two class meetings) and participated in class discussions.
- (74%) Overall, student was not actively engaged in the course & his or her learning experience, regardless of attendance
- (0%) Missed three or more classes (or arrived late/left early from three or more class meetings)

\*Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved

ALL ASSIGNMENTS MUST BE TYPED & IN APA (6<sup>th</sup> ed.) FORMAT & SUBMITTED IN MICROSOFT WORD. In order to view feedback, students must open edited Word document using a computer (opening a document using a handheld device [e.g., a smartphone, tablet, etc.] will not show my comments/edits)

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

#### IX. ATTENDANCE POLICY:

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

#### 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:**

### Policy Statement

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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

### **CACREP Counseling Program Specifics for CNS 694**

<b>Clinical Mental Health Counseling Objectives</b>		<b>Assessment</b>
Foundations A5	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Group Supervision & Supervision Exam
Counseling, Prevention, and Intervention D7	Applies current record-keeping standards related to clinical mental health counseling.	Record Keeping
Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Advance Technique Paper
Research and Evaluation J1	Applies relevant research findings to inform the practice of clinical mental health counseling.	Advance Technique Paper

## Course Specifics for CNS 694 (Spring 2015)

### Course Schedule and Assignments

Class	Date	Topic	Assignments / Readings Due at Start of Class	CACREP Standard(s)
1	01/14/15	Introductions Syllabus Review, Course Expectations Overview of the Helping Process The Therapeutic Relationship		
2	01/21/15	Elements of a Counseling Relationship Record Keeping Assessment and Treatment Planning <b>Counseling Session 1</b>	<u>Readings:</u> <b>Baird:</b> Informed Consent (pp. 38-40); Writing Skills (p. 95); Common Writing Problems (pp. 97-98); Keys to Good Writing (pp. 98-102); The Function and Maintenance of Records (pp. 102-103); What Goes into Records (pp. 103-104); What Stays Out of Records (p. 105); Progress Notes and Psychotherapy Notes – Using Your Notes (pp. 106-110)  <u>Assignments:</u> <b>Informed Consent Exercise</b> (Baird, 2014, p. 40 & Appendix H)	
3	01/28/15	Elements of a Counseling Theory Humanistic-Phenomenological Approaches <b>Counseling Session 2</b>	<u>Readings:</u> <b>Erford:</b> Chapters 17, 18, 19, 20  Additional Articles to be provided via Canvas  <u>Assignments:</u> <b>Bio-Psycho-Social Assessment</b> <b>Case Note 1</b> <b>Session Review Form 1</b> (submitted via Canvas)	
4	02/04/15	Behavioral Approaches <b>Counseling Session 3</b>	<u>Readings:</u> <b>Baird:</b> The Role of the Professional (pp. 15-16); Is Treatment Effective (pp. 21-22); Offering and Receiving Feedback with Peers (pp. 25-27); Structured Class or Group Activities (pp. 27-28); Video or Audio Recordings of Sessions (pp. 28-29)  <b>Erford:</b> Chapters 33, 34, 35, 36, 37, 38, 39, & 40  <u>Assignments:</u> <b>Case Note 2</b> <b>Session Review Form 2</b> (submitted via Canvas)	

5	02/11/15	Adlerian/Psychodynamic Approaches Supervision Dialogue <b>Counseling Session 4</b>	<p><u>Readings:</u>  <b>Baird:</b>            What is Supervision (p. 68); Hopes and Fears of Interns (p. 68); Hopes and Fears of Supervisors (p. 70); Video and Audio Recordings and Role-Plays (p. 72); Live Supervision (p. 72); Group Supervision (pp. 74-75); Supervision and Therapy: Differences and Similarities (pp. 76-78); Transference and Countertransference (pp. 78-79); Suggested Guidelines for Therapy and Supervision (p. 79); Conflict in Supervision (pp. 79-81); Competency-Based Training and Evaluation (pp. 81-82)</p> <p><b>Erford:</b>            Chapters 6, 7, 8, 9, &amp; 10</p> <p><u>Assignments:</u>  <b>Treatment plan</b>  <b>Supervisory Exercise</b> (download from Canvas)  <b>Case Note 3</b>  <b>Session Review Form 3</b> (submitted via Canvas)</p>	
6	02/18/15	Cognitive Approaches Discrimination Model <b>Counseling Session 5</b>	<p><u>Readings:</u>  <b>Erford:</b>            Chapter 14, 15, 16, 21, 22, &amp; 23</p> <p><u>Assignments:</u>  <b>Case Note 4</b>  <b>Session Review Form 4</b> (submitted via Canvas)</p>	
7	02/25/15	Supervisory Cohort 1 <b>No Class for Supervisory Cohort 2</b>	<p><u>Readings:</u>  <b>Supervision Articles</b> (download from Canvas)</p> <p><u>Assignments:</u>  <b>Case Presentation</b> (Mental Status Evaluation [bring copies to class &amp; submit to Canvas])  <b>Topics for Advanced Techniques Paper</b> (submitted via Canvas)</p>	Clinical Mental Health Counseling: A5
8	03/04/15	Supervisory Cohort 2 <b>No Class for Supervisory Cohort 1</b>	<p><u>Assignments:</u>  <b>Case Presentation</b> (Mental Status Evaluation [bring copies to class &amp; submit to Canvas])</p>	Clinical Mental Health Counseling: A5
9	03/11/15	<b>No Class – ACA</b>		

10	03/18/15	<b>No Class – Spring Break</b>		
11	03/25/15	Cognitive-Behavioral Approaches Supervisee Tasks <b>Counseling Session 6</b>	<u>Readings:</u> <b>Erford et al.:</b> Chapters 24, 25, 26, 27, 28, & 29  <u>Assignments:</u> <b>Case Note 5</b> <b>Session Review Form 5</b> (submitted via Canvas)	
12	04/01/15	Social Learning Approaches Supervisor Tasks <b>Counseling Session 7</b>	<u>Readings:</u> <b>Erford et al.:</b> Chapters 30, 31, & 32  <u>Assignments:</u> <b>Case Note 6</b> <b>Session Review Form 6</b> (submitted via Canvas)	
13	04/08/15	Gestalt Approaches <b>Counseling Session 8</b>	<u>Readings:</u> <b>Erford et al.:</b> Chapters 11, 12, & 13  <u>Assignments:</u> <b>Advanced Technique Paper</b> (submitted via Canvas) <b>Case Note 7</b> <b>Session Review Form 7</b> (submitted via Canvas)	Clinical Mental Health Counseling: I1, J1
14	04/15/15	<b>Optional Class for Taping of Final Video</b>		
15	04/22/15	Brief Counseling Approaches <b>Counseling Session 9</b>	<u>Readings:</u> <b>Erford et al.:</b> Chapters 1, 2, 3, 4, & 5  <u>Assignments:</u> <b>Case Note 8</b> <b>Session Review Form 8</b> (submitted via Canvas) <b>Final Video</b> (paperwork submitted via Canvas; video shared with me via Google Drive)	

16	04/29/15	Termination <b>Counseling Session 10</b> <b>Supervision Exam Opens on Canvas</b>	<u>Readings:</u> <b>Baird:</b> Ethical Considerations and Termination (p. 150); Understanding Client Reactions to Termination (pp. 150-151); Common Problems in Termination (p. 152); Issues to Address in Termination (pp. 154-155); Techniques for Termination (pp. 155)  <u>Assignments:</u> <b>Discharge plan</b> <b>Case Note 9</b> <b>Session Review Form 9</b> (submitted via Canvas)	
17	05/06/15	Wrap-Up	<u>Assignments:</u> <b>Record Keeping</b> <b>Case Note 10</b> <b>Session Review Form 10</b> (submitted via Canvas)	Clinical Mental Health Counseling: D7
18	05/13/15	<b>Supervision Exam Deadline</b>	<u>Assignments:</u> <b>Supervision Exam</b>	Clinical Mental Health Counseling: A5

**CNS 694 Practice Sessions and Session Review Forms Rubric**

Revised August 15, 2015

Practice Sessions					
CACREP Standard	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
<b>Promotes optimal development and wellness (Section II: G3h, G5a; SC: C1)</b>	Demonstrates intentional use of foundational counseling skills to promote the therapeutic alliance regardless of theoretical orientation in all counseling sessions.	Demonstrates intentional use of foundational counseling skills to promote the therapeutic alliance regardless of theoretical orientation in most counseling sessions.	Demonstrates intentional use of foundational counseling skills to promote the therapeutic alliance in half of the counseling sessions.	Fails to demonstrate intentional use of foundational counseling skills in less than half of the counseling sessions.	
<b>Counseling Interventions (Section II: G3e, G5c, G7b; CMHC: A2, B1, C7, D1, H2, J2; SC: A2, B1, D3, J2)</b>	Address all of the following in an exceptional manner: (a) creates an informed consent, (b) completes a biopsychosocial assessment, (c) administers and scores an assessment, (d) develops a treatment plan with measureable outcomes, (e) conducts a mental status evaluation (f) applies differentiated interventions appropriate for initial and working stages, and (g) develops a discharge plan at termination.	Address most of the following in an exceptional manner: (a) creates an informed consent, (b) completes a biopsychosocial assessment, (c) administers and scores an assessment, (d) develops a treatment plan with measureable outcomes, (e) conducts a mental status evaluation (f) applies differentiated interventions appropriate for initial and working stages, and (g) develops a discharge plan at termination.	Address most of the following but not in a striking manner: (a) creates an informed consent, (b) completes a biopsychosocial assessment, (c) administers and scores an assessment, (d) develops a treatment plan with measureable outcomes, (e) conducts a mental status evaluation (f) applies differentiated interventions appropriate for initial and working stages, and (g) develops a discharge plan at termination.	Fails to demonstrate a majority of the following: (a) creating an informed consent, (b) completing a biopsychosocial assessment, (c) administering and scoring an assessment, (d) developing a treatment plan with measureable outcomes, (e) conducting a mental status evaluation (f) applying differentiated interventions appropriate for initial and working stages, and (g) developing a discharge plan at termination.	
Session Review Forms					
<b>Conceptualization (Section II: G5d; CMHC: A5)</b>	All Session Review Forms clearly conceptualize client issues within the framework for the specific theory for that particular week; and all Session Review Forms are submitted by the deadline.	Most Session Review Forms clearly conceptualize client issues within the framework for the specific theory for that particular week.	At least half of the Session Review Forms clearly conceptualize client issues within the framework for the specific theory for that particular week.	More than half of the Session Review Forms fail to conceptualize client issues within the framework for the specific theory for that particular week for more than half the sessions.	
<b>Counseling characteristics that influence the helping process (Section II: G5b; CMHC: D9, J1, J3; SC: D1 D5)</b>	In addition to being submitted by the deadline, all Session Review Forms clearly identify all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	Most Session Review Forms clearly identify all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	At least half of the Session Review Forms clearly identify all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	More than half of the Session Review Forms fail to clearly identify all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	
<b>Total</b>					/12

### CNS 694 Summative Rubric for Group Supervision

Case Presentation					
CACREP Standard	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
<b>Promotes optimal development and wellness (CMHC: A5)</b>	Clearly demonstrates and speaks about intentional use of foundational counseling skills to promote the therapeutic alliance regardless of theoretical orientation in case presentation.	Speaks to, but somewhat demonstrates intentional use of foundational counseling skills to promote the therapeutic alliance regardless of theoretical orientation in case presentation.	Speaks to, but does not demonstrate (or demonstrates, but does not speak to) intentional use of foundational counseling skills to promote the therapeutic alliance in case presentation.	Fails to speak to and fails to demonstrate intentional use of foundational counseling skills in case presentation.	
<b>Counseling characteristics that influence the helping process</b>	The case presentation thoroughly addresses all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses all of the following, but not in a striking manner: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses most, but not all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation fails to address at least half of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	
Supervision					
<b>Counseling supervision models (CMHC: A5)</b>	Completes all readings and supervisory assessments by the deadline; and seamlessly incorporates supervisory skills during the case presentation.	Completes all readings and supervisory assessments by the deadline; and incorporates supervisory skills during the case presentation, but not seamlessly.	Completes all readings and supervisory assessments by the deadline; but struggles to incorporate supervisory skills during the case presentation.	Fails to complete all readings and/or supervisory assessments by the deadline, and/or struggles to incorporate supervisory skills during the case presentation.	
<b>Grades</b>	94 – 100%	87 – 93%	80 – 86%	0 – 79%	

## Summative Rubric for CNS 694 Advanced Counseling Technique Paper

Component	Expectation	Points Awarded
<b>Introduction &amp; Rationale</b>	A 1 to 2 page introductory section that: (a) grabs the attention of the reader in the first paragraph, (b) notes the thesis of the paper (i.e., relevancy of technique to you as a professional counselor, research to support use of technique with potential population with whom you want to work, etc.), and (c) specifies the main topics that will be covered in the paper.	___ / 15 max points
<b>Body</b>	2-3 page body where the author: (a) clearly explains the theory from which the technique was derived (b), thoroughly explains the technique and the use of the technique (i.e., application of the technique in a counseling session), (c) accurately describes the populations and/or setting for which this technique is designed, and (d) reports the effectiveness of the technique as described by the literature/research.	___ / 45 max points
<b>Summary and Conclusion</b>	A 1-2 page conclusion that includes: (a) a rationale for future research regarding the technique, (b) multicultural concerns regarding the use of the technique, (c) the author's opinion of the efficacy of the technique, and (c) a brief summary of what was covered in the author's paper.	___ / 15 max points
<b>Paper Format &amp; Writing Quality</b>	<ol style="list-style-type: none"> <li>1. Five pages minimum (not including title page and references), Times New Roman font, double spaced, 1-inch margins</li> <li>2. A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, etc.).</li> <li>3. At least 2 references are from peer-reviewed journals that were published in the last ten years (and a minimum of 5 scholarly references).</li> </ol>	<ol style="list-style-type: none"> <li>1. ___ / 10 max points</li> <li>2. ___ / 10 max points</li> <li>3. ___ / 5 max point</li> </ol> <p style="text-align: center;"><i>Total this section</i> ___ / 25 max points</p>
<b>TOTAL</b>	<b>Total points for paper:</b>	___ / 100 max points

### Formative Rubric for CNS 694 Advanced Technique Paper

CATEGORY	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
<b>Relevancy of Technique (CMHC: J1)</b>	Addresses all of the following: (a) description of counseling professional identity and potential issues surrounding the practice of counseling, (b) identification of potential population with whom student will be counseling; (c) discussion of relevant research to support use of technique with said population; and (e) importance of research to advance development as a professional counselor	Addresses most of the following: (a) description of counseling professional identity and potential issues surrounding the practice of counseling, (b) identification of potential population with whom student will be counseling; (c) discussion of relevant research to support use of technique with said population; and (e) importance of research to advance development as a professional counselor	Addresses two of the following: ((a) description of counseling professional identity and potential issues surrounding the practice of counseling, (b) identification of potential population with whom student will be counseling; (c) discussion of relevant research to support use of technique with said population; and (e) importance of research to advance development as a professional counselor	Addresses one or none of the following: (a) description of counseling professional identity and potential issues surrounding the practice of counseling, (b) identification of potential population with whom student will be counseling; (c) discussion of relevant research to support use of technique with said population; and (e) importance of research to advance development as a professional counselor	
<b>Demonstrates understanding and application of technique (CMHC: I1)</b>	Utilizes research (both seminal and current ) to thoroughly addresses all of the following: (a) history and development of technique; (b) procedures of applying technique; (c) efficacy of technique; (d) multicultural concerns of technique; and (e) limitations of technique	Utilizes research (both seminal and current) to clearly address most of the following: (a) history and development of technique; (b) procedures of applying technique; (c) efficacy of technique; (d) multicultural concerns of technique; and (e) limitations of technique	Limited use of research to address the following: (a) history and development of technique; (b) procedures of applying technique; (c) efficacy of technique; (d) multicultural concerns of technique; and (e) limitations of technique	Limited or no use of research, and fails to address one or more of the following: (a) history and development of technique; (b) procedures of applying technique; (c) efficacy of technique; (d) multicultural concerns of technique; and (e) limitations of technique	

## Summative Rubric for CNS 694 Final Video

CATEGORY	Exceeds Standards	Meets Standards	Below Standards	Does Not Meet Standards	Score
Foundational Counseling Skills (CMHC: A5)	Effectively uses all relationship building skills. Establishes genuine and honest relationship with client through sincere, empathic and nonjudgmental attitude and commitment to client. Visibly demonstrates empathy and nonjudgmental behavior towards client.	Establishes strong relationship with client through empathic and nonjudgmental attitude toward client. Demonstrates empathy and nonjudgmental behavior to client.	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. Uses vague non-core emotion words when reflecting feelings. Summary is wordy or inaccurate.	Shows no empathy or genuineness. Asks questions instead of reflecting or lets client talk without any intervention.	
Advanced Counseling Skills (CMHC: A5)	Effectively and intentionally integrates into one's counseling at least one technique from each theoretical approach discussed in class (i.e., Person-Centered/Motivational Interviewing, Behavioral, Adlerian/Psychodynamic, Cognitive, Cognitive Behavioral, Social Learning, Gestalt, and Brief Counseling)	Accurately and intentionally integrates at least one technique from 7 of the 8 theoretical approaches discussed in class (i.e., Person-Centered/Motivational Interviewing, Behavioral, Adlerian/Psychodynamic, Cognitive, Cognitive Behavioral, Social Learning, Gestalt, and Brief Counseling)	Struggles with the accurate and intentional integration of advanced counseling skills/techniques, and/or integrates at least one technique for only 6 of the 8 theoretical approaches discussed in class (i.e., Person-Centered/Motivational Interviewing, Behavioral, Adlerian/Psychodynamic, Cognitive, Cognitive Behavioral, Social Learning, Gestalt, and Brief Counseling)	Struggles with the accurate and intentional integration of advanced counseling skills/techniques, and/or fails to integrate at least one technique from 6 of the 8 theoretical approaches discussed in class (i.e., Person-Centered/Motivational Interviewing, Behavioral, Adlerian/Psychodynamic, Cognitive, Cognitive Behavioral, Social Learning, Gestalt, and Brief Counseling)	
Counseling Session & Transcription	Counseling session is at least 25 minutes in length, and the session, in its entirety, is transcribed by using the appropriate format to highlight intentionality of all skills utilized	Counseling session is between 20 and 25 minutes in length, and the entire session, in its entirety, is transcribed by using the appropriate format to highlight intentionality of all skills utilized	Counseling session is at least 20 minutes in length; and/or the session is transcribed in its entirety, but the intentionality of most of the utilized skills is not clear	Counseling session is not 20 minutes in length; and/or the session is not transcribed in its entirety; and/or the intentionality of most of the utilized skills is not clear	
Grades	94 – 100%	87 – 93%	80 – 86%	0 – 79%	
Overall Score					

### CNS 694 Record Keeping Rubric

<b>CACREP Standard</b>	<b>3 Exceeds Standards</b>	<b>2 Meets Standards</b>	<b>1 Developing Standards</b>	<b>0 Does Not Meet Standards</b>	<b>Score</b>
<b>Interorganizational collaboration and communication (CMHC: D7)</b>	Clearly demonstrates the role and responsibility of counselor by submitting a complete client file at the end of the semester with all records in file being submitted by the deadline.	Adequately demonstrates the role and responsibility of a counselor by submitting a complete client file at the end of the semester with no more than two records in file being submitted past the deadline.	Minimally demonstrates the role and responsibility of counseling by submitting a complete client file at the end of the semester, but more than two records in file were submitted past the deadline.	Fails to submit a complete client file by the end of the semester.	
<b>Ethical and Legal Considerations (CMHC: D7)</b>	Maintains weekly case notes that documents all elements of the counseling session with little to no feedback during the course of the semester; and each case note is submitted by the deadline.	Maintains weekly case notes that documents all elements of the counseling session with some feedback during the course of the semester; and all but one case note is submitted by the deadline.	Maintains weekly case notes that documents all elements of the counseling session with consistent feedback during the course of the semester; and/or more than one case note was not submitted by the deadline.	Fails to maintain weekly case notes	
<b>Grades</b>	94 – 100%	87 – 93%	80 – 86%	0 – 79%	