

# LIBERTY

UNIVERSITY™

## *Graduate School*

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### SCHOOL OF BEHAVIORAL SCIENCES

### DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY STUDIES

## **COUN 505 INTENSIVE - COUNSELING TECHNIQUES AND THE HELPING PROFESSION**

**FACULTY: JOHN C. THOMAS, PhD, PhD**

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**OFFICE HRS: BY APPOINTMENT**

**INTENSIVE LOCATION: LIBERTY MOUNTAIN CONFERENCE CENTER**

**AFTERNOON INSTRUCTOR: BRANDON WAGGONER, MA, LPC**

- I. **Course Description:** This experiential and didactic course provides students an understanding of effective interventions from individual, relational, and systems perspectives. Students also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis.
  
- II. **Rationale:** Students must have curricular experiences and demonstrate their knowledge in helping relationships. The ability to synthesize and apply an understanding of the theories and techniques to one's personal and professional life is critical in counselor development. In fact, this course may be one of the most important courses in the program as it addresses the essence of counseling. This course is designed to provide students with an understanding of the basic knowledge, communication skills, and values necessary to invite others to share their life stories and experiences, explore blocks to change, and engage in a reflective decision making process in order to implement strategies for change. From a Christian perspective, this course helps students develop skills to effectively love their neighbor as themselves and to convey Christ's love implicitly or explicitly (when ethically appropriate) to their clients.

This course also encourages self-awareness and self-exploration so that students can gain an understanding of how their own personal experiences, preferences, feelings, values, and worldview influences their practice as a counselor. Such insights cultivate personal, professional, and spiritual growth. A key feature of this course is the opportunity to practice these essential counseling skills and experience the counseling process in a safe, controlled environment. Over the course of the semester students will be able to practice their skills with other counselor-trainee's. Extensive uses of media and situational role plays will help the student learn the essential skills involved in building an effective helping relationship.

- III. **Prerequisites:** COUN 500, 501, 502.

As stated in the Liberty University Catalog, it is the student's responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

#### IV. MATERIALS LIST

##### A. Required Textbooks:

Thomas, J. C., & Sosin, L. (2011). *Therapeutic expedition: Equipping the Christian counselor for the journey*. Nashville, TN: B&H Academic. ISBN-13: 978-1433672361

Hawkins, R., Knight, A., Sibcy, G., & Warren, S. (2018). *Research Based Counseling Skills: The Art and Science of Therapeutic Empathy*. Dubuque, IA: Kendall Hunt Publishing.

The other textbook required for this course, *Learning the Art of Helping: Building Blocks and Techniques* (Young, 2017), 6th Edition, will be provided electronically through Blackboard. The cost of the ebook is included in your tuition. If you desire a hard copy of the text, there are two options to choose from through MBS:

1. Loose-leaf, Black and White Print Offer ISBN: 9781323594384  
Title: *Learning the Art of Helping: Building Blocks and Techniques COUN 505 Print Offer for Liberty University*
2. National, full-color ISBN: 9780134165783  
Title: *Learning the Art of Helping: Building Blocks and Techniques*, 6<sup>th</sup> Edition

**Disclaimer:** The above texts provide information consistent with that required by state licensing boards in the subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these texts.

##### B. Required Supplies for the Intensive:

1. **Laptop or tablet for digital video recording.** You will use your laptop (with webcam) or tablet for video recordings during intensive week and also for recordings after intensive week. Smart phones may also be used if absolutely necessary but tablets or laptops are strongly recommended. Be aware that some devices have video-recording timers that cut off after a certain number of minutes. You'll need to be able to record up to 20 minutes at a time.
2. **WebEx software** (free downloaded from LU in preparation for intensive week or during the intensive; please bring your lap top or mobile device).
3. **A thumb drive** (32G minimum or 64G for better quality)

#### V. PROFESSIONAL COUNSELOR, LMFT, AND ACADEMIC REQUIREMENTS

COUN 505 partially fulfills the following professional and academic requirements:

- A. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates and Licensed Marriage and Family Therapists complete graduate study in “counseling and psychotherapy techniques” and “appraisal and evaluation

procedures.”

B. This course provides students with an understanding of:

1. Counselor characteristics and behaviors that influence helping processes including age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics and orientations, and skills.
2. Essential interviewing and counseling skills that enable them to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
3. Themselves, so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
4. Ethical and legal considerations in counseling.

## VI. MEASURABLE LEARNING OUTCOMES

Below are the program learning outcomes for Liberty’s Counseling Department, followed by the student learning outcomes specifically designed for this course.

1. Identify and apply wellness and prevention strategies that promote client health and welfare.
2. Identify counselor professional and personal characteristics and behaviors that influence the therapeutic alliance.
3. Demonstrate basic assessment and interviewing skills.
4. Demonstrate basic counseling skills including invitational and therapeutic alignment, reflection, summarization, questioning, challenging and termination skills.
5. Identify how counseling and family systems theories relate to skills, techniques and case conceptualization.
6. Demonstrate a general framework for understanding and practicing consultation and supervision.

**Students will be able to apply:**

<i>II.G.5. Helping Relationships</i>	
G.5.a. an orientation to wellness and prevention as desired counseling goals,	Learning Outcome VI 1 Assignments: VII. B, C, D, E
G.5.b. counselor characteristics and behaviors that influence helping processes,	Learning Outcome VI 2 Assignments: VII.B, C, D, E
G.5.c. an understanding of essential interviewing and counseling skills,	Learning Outcome VI 3, 4 Assignments: VII B, C, D, E
G.5.d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to	Learning Outcome VI 5 Assignments: VII.B, C, D, E

models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling,	
G.5.e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	Learning Outcome VI 5 Assignments: VII.B, C, D, E
G.5.f. a general framework for understanding and practicing consultation, and	Learning Outcome VI 6 Assignments: VII.B, C, D, E

### Objectives Matrix

## VII. COURSE REQUIREMENTS AND ASSIGNMENTS

Course assignments are described below.

It is important to understand that elements of this course have potential emotional risks. Exploring feelings or thoughts may be painful. This can sometimes even be disruptive to the relationships you have. If you feel course assignments, practice, and activities are harming you in any way, be sure to inform your professor and afternoon consultant so an appropriate plan can be made.

- A. **Course Requirements Checklist (CRC)**. The CRC is due the first week of the semester. It involves you reading through the syllabus and acknowledging that you have done this. It must be completed by Wednesday at noon of the first week of the semester.
- B. **Distance Counseling Quiz**. Students need to be familiar with NBCC standards related to technology assisted counseling. Please read the document entitled, “National Board of Certified Counselors (NBCC) Policy Regarding the Provision of Distance Professional Services” at the following link:  
<http://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf>  
 Then, complete the quiz in respective quiz folder on Bb.
- C. **Pre-Class Assignment 2: Young Quizzes 1-6**
- Read Chapters 1-12 of the Young text: *Learning the Art of Helping: Building Blocks and Techniques*,
  - Complete the quizzes that correspond to the Young chapters. Please note, regarding the Young quizzes that they are comprehensive and each quiz may correspond to multiple chapters. For example, Quiz 2 may contain items from chapter one and chapter two, so all quizzes are cumulative. Since the quizzes are open book and open note and the Young text is an E-book, students can use the search (or control F) feature to search for quiz items. However, it is suggested that students read the assigned reading first and then complete the quizzes.
- D. **Pre-Class Assignment 3**
- Read chapters 5-6 & 9-10 of the Thomas/Sosin text
  - Complete the quizzes that correspond to the Thomas/Sosin chapters:
    - Thomas and Sosin Quiz: Ch 5-6

ii. Thomas and Sosin Quiz: Ch 9-10

E. **NBCC distance counseling policies quiz.**

- a. Access the pre-intensive quizzes folder on Bb and review the policy for distance counselors and then complete the corresponding quiz. The quiz includes ten items. The format for the items is true/false and multiple choice. The quiz is open note. You can review the NBCC policy for distance counseling via the following PDF link:

<http://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf>

F. **In-class Activities.**

1. **PARTICIPATE IN CLASS DISCUSSION AND ROLE PLAYING.** Students are expected to attend all class sessions prepared to actively participate in class discussion and various exercises and activities as they occur. **No portion of class may be missed. Missing a portion of class constitutes a No Pass of the course.** Only extreme emergencies will be considered as a possible exception at faculty discretion.

Students will be asked to participate in class. All students are required to perform practice demonstrations so you must come to class fully prepared. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.

Becoming a professional is a process. It involves developing respect for yourself and others. It is important to establish a professional attitude and demeanor while in graduate school. Therefore, if you bring your computer to class it should only be used for material related to this class.

You must receive an 80% or higher in your participation in order to receive a passing grade for this course.

**2. PRACTICE SESSIONS AND DOCUMENTATION**

In the afternoon students will be placed in triad or quad groups, depending on the number of students in the class. These groups will meet daily to practice the counseling skills the class discusses. Each time the group meets, students will conduct pseudo counseling sessions. Each student will spend time in the role of counselor, client, and observer.

After the practice in class **there are four recorded practice sessions, along with documentation assignments that you will complete during the intensive week- these four sessions will be recorded after class Monday-Thursday evenings. For your own videos, you will complete a Self-Evaluation form (Appendix C) and submit it on Blackboard. For the sessions you observe of**

**your peers, you will complete an Observation of a Peer's Video form (Appendix D), email it to the "counselor", and submit it on Blackboard. This will be reviewed by the consultants.**

Each form is worth 5 percent toward your written assignment grade. These forms will be posted on Blackboard with portals for submission. See the Course Calendar for submission due dates.

## **POST-INTENSIVE ASSIGNMENTS**

### **G. Post-Intensive Verbatim and Video Submission**

See Appendix A

### **H. Clinical Competency Scale**

Each student's consultant will evaluate the student using the Clinical Competency Scale (CCS) in Appendix E at the end of the course. Both Counseling Skills & Therapeutic Conditions (Part 1) and Counseling Disposition & Behaviors (Part 2) will be evaluated. While the CCS rubric goes up to a total of 105 points, the worth of the CCS for COUN 505 is 80 points. The reason for this is because students are not expected to "exceed expectations" in order to pass this course. Rather, the expectation is that students should "meet expectations" in most areas with some latitude for being "near expectations" in a few. Please note, this course cannot be passed with any scores of "below expectations" or "harmful." Please note that if a student is found to be "harmful" in any area, this information will be passed along to the appropriate personnel at Liberty University for further evaluation.

### **I. Post-Intensive Assignment 1: Thomas/Sosin Quizzes over chapters 11-12 and 13-14.**

- i. Read chapters 11-14 of the Thomas and Sosin text.
- ii. Complete the corresponding Blackboard quizzes.

### **J. Post-Intensive Assignment 2: Young Quizzes 7-12**

- i. Read chapters 7-12 of the Young text.
- ii. Complete the corresponding Blackboard quizzes.

### **K. Post-Intensive Assignment 3: Video Quizzes**

- i. Watch the video linked on Bb in the folder labeled "Post-Intensive Video Quizzes" (You can also access the video by pasting the following link into your web-browser: <https://www.youtube.com/watch?v=24d-FEptYj8>)
- ii. Complete the two corresponding quizzes (the first quiz corresponds to approximately the first 26 minutes of the video and the second quiz corresponds to the second 26 minutes of the video). The quizzes are multiple choice format and include ten items, they are open book, open note, and open video.

### **L. Post-Intensive Assignment 4: WebEx Supervised Practice Sessions**

Students will participate in a minimum of two live sessions (more sessions may be required by the afternoon instructor, so please note that two is the **minimum** requirement). Please sign up for 2 WebEx sessions with your triad and afternoon instructor. Please allow a minimum of a 30-minute time slot. Prepare to do a live WebEx practice session of the counseling skills. Test/practice using WebEx before the scheduled session. Visit the Liberty University WebEx page (<https://libertyu.webex.com/mw3200/mywebex/default.do?siteurl=libertyu>) to download the needed software. You will need access to your computer, webcam, and a phone. If you have any technical difficulties, please contact IT Helpdesk at (866) 447-2869. Please note, like the videos these sessions are required and are pass/no pass, live feedback will be provided by your afternoon instructor during the sessions. Students must pass these sessions to pass the course. Evaluation is based on response to oral feedback during coaching, live demonstration of counseling skills, participation, and live supervision. **You will receive training on the details of this during the intensive week, and please check your emails for any updates on software or apps, in addition to checking the Liberty IT pages and announcements (IT changes and software changes and updates occur frequently).**

**M. Re-Do Assignment (If necessary)**

If students do not pass the video portion of 505, then an additional assignment will be developed to provide the opportunity to demonstrate successful attainment of the counseling skills involved in 505. The assignment will be tailored according to the particular skills that need improvement. Only one Re-Do will be allowed.

**VIII. COURSE GRADING POLICIES**

This is a pass or fail course. Below you will find the weighting of your written assignments for your grade. You must have an 80% overall average in order to pass this course. More information is provided below the rubric. The Late Policy applies on all assignments besides the pre-intensive. The pre-intensive assignment **must** be completed before the intensive class begins on Monday morning.

<b>Assignment</b>	<b>Points per Assignment</b>
Course Requirements Checklist	10
505 Consent Form	10
Pre-Intensive Thomas/Sosin quizzes Ch.5-6, 9-10	50 (25 points each)
Pre-Intensive Hawkins et al. quizzes 1 & 2 (Ch.1-8)	50 (25 points each)
Intensive Week Participation	100
Intensive Week Session 1 Self-Evaluation Form	(100 points total for all four) 25
Intensive Week Session 1 Observations Of another triad member's session	(100 points total for all four)25
Intensive Week Session 2 Self-Evaluation	25
Intensive Week Session 2 Observations of	25

a triad member's session	
Intensive Week Session 3 Self-Evaluation	25
Intensive Week Session 3 Observations of another triad member's session	25
Intensive Week Session 4	25
Intensive Week Session 4 Observations of another triad member's session	25
Intensive Verbatim and Video Feedback	200
Young Quizzes and Video Quizzes (pre and post-intensive)	140 (10 points per quiz)
NBCC Distance Counseling Policies Quiz	40
CCS	Pass/No Pass
Web- Ex supervised practice (post intensive)	(100) Pass/No Pass
Post-Intensive Thomas/Sosin quizzes Ch. 11-14	50 (25 points each)
Post-Intensive Hawkins et al. quizzes 3 & 4 (Ch.9-16)	50 (25 points each)
	1000

All assignments (pre-intensive, intensive week, and post-intensive) must be completed in order to pass this class. Below is a summary of these requirements.

Letter Grade	Requirement
Pass "P"	• Complete All Assigned Work
	• Passing Grade on Post-intensive WebEx practice sessions & Recorded Sessions, including verbatim and video feedback (only one redo is allowed)
	• All Assignment Grades are each 80% or better
	• Attended and Participated in All Class Sessions during Intensive Week
	• Received an 80% or better on overall average quiz grades
No Pass "NP"	• Failing to meet any of the requirements above

## IX. ATTENDANCE POLICIES

Students should be on time for class at the beginning of each day and following each break. No portion of class may be missed. Missing a portion of class constitutes a No Pass of the course. Only extreme emergencies will be considered as a possible exception at faculty discretion. Class ends at 12 PM on Friday.

## X. OTHER POLICIES

A. **Academic Misconduct:** Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

- B. **Disability Statement:** Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at [dlpodas@liberty.edu](mailto:dlpodas@liberty.edu) to make arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Religion Hall 126 for arrangements for academic accommodations.
- C. **Drop/Add Policy:** Consult the Graduate Catalog for drop/add policies.
- D. **Dress Code:** For classes held on campus, students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.
- E. **Classroom Policies:** For classes held on campus, students may not “multi-task” during class time. Usage of technological resources is restricted to activities specifically related to class assignments.
- F. **Email Correspondence:** Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.
- G. **Dual Relationships:** The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.
- H. **Limits of Confidentiality:** Limits of Confidentiality: Students are encouraged to share prayer requests and life concerns with the professor of this class. Not only will the professor pray for and care for the students, but s/he can guide the student to appropriate University resources if desired. However, in the event of a student’s disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, victim or witness of a crime or sexual misconduct, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean, or notification of other appropriate University officials. All reported information is treated with discretion and respect and is kept as private as possible.

I. **FN Policy:** Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student's last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event).

J. **Late Assignment Policy**

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments will receive a 5% late penalty per day late.
2. Assignments submitted two weeks late or after the final date of the course will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. A 5 % deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date

K. **Sexual Violence Consultation & Counseling Policy**

Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex -based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence and/or sexual violence. Thus, **if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the**

**faculty member will make a referral to the Title IX office.** This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though the faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources or information.

## XI. COURSE CALENDARS

Three calendars will help you with this course—the pre-intensive calendar, the intensive calendar, and the post-intensive calendar. See below.

<b>PRE-INTENSIVE COURSE CALENDAR</b>		
<b>Date of Semester</b>	<b>Assignment</b>	<b>Due Date</b>
Week 1 of semester	CRC checklist	Due by Wednesday, week 1 of semester
Before intensive week begins	Read the Young text- Chapters 1-9 & complete corresponding quizzes	This is due by the Sunday prior to intensive week
Before intensive week begins	Read chapters 1-8 of Hawkins et al & complete the corresponding quizzes	This is due by the Sunday prior to intensive week
Before intensive week begins	Read chapters 5-6 & 9-10 of Thomas/Sosin & complete corresponding quizzes	This is due by the Sunday prior to intensive week
Before intensive week begins	Submit the Informed Consent form on Blackboard	This is due by the Sunday prior to intensive week

INTENSIVE COURSE CALENDAR (There will be morning and afternoon breaks.)			
	Session	Topic	Assignment
Day 1 of intensive	A 8:00-10 AM	Greeting, review of syllabus, Non –Verbal skills	Tape first practice session this evening and make notes on it Observe your triad member’s session and make notes on it as well, Complete the Observation of a Peer Form Email your peer the form as soon as you can, and submit your forms on Blackboard by Monday, 11:59PM.
	B 10:00- Noon	Paraphrases, Minimal Encouragers	
	3 1-4:30 PM	Triad placement. Practice today’s skills	
Day 2	A 8-10AM	Reflecting/Exploring Feelings Reflecting/Exploring Meaning	Tape second practice session this evening and make notes on it Observe your triad member’s session and make notes on it as well, Complete the Observation of a Peer Form Review your session and complete the self-evaluation form Email your peer the form as soon as you can, and submit your forms on Blackboard by Tuesday, 11:59PM.
	B 10-12 noon	Immediacy open & closed questions,	
	C 1-4:30 PM	Practice today’s skills	
Day 3	A 8-10AM	Confronting/Challenging Skills	Tape third practice session this evening and make notes on it Observe your triad member’s session and make notes on it as well, Complete the Observation of a Peer Form Review your session and complete the self-evaluation form Email your peer the form as soon as you can, and submit your forms on Blackboard by Wednesday, 11:59PM.
	B 10-12 noon	Redirecting Staying on Focus	
	3 1-4:30 PM	Practice today’s skills	
Day 4	A 8-10AM	Use of Silence Summarizing Session Goal Setting	Tape fourth practice session this evening and make notes on it Observe your triad member’s session and make notes on it as well, Complete the Observation of a Peer Form Review your session and complete the self-evaluation form Email your peer the form as soon as you can, and submit your forms on Blackboard by Thursday, 11:59PM.
	B 10-12 noon	Watch and discuss McMinn video	
	3 1-4:30 PM	Practice today’s skills	
Day 5	A 8-10AM	Termination Skills Processing the intensive experience	
	B 10-12PM	Final Practice	

<b>POST-INTENSIVE COURSE CALENDAR</b>			
<b>Week of Term</b>	<b>Topic</b>	<b>Assignment</b>	<b>Fill in due dates based on your intensive dates</b>
Due <b>Sunday</b> , Self-evaluation form, 1 week after the intensive	Intensive week session, self-evaluation forms  Work on Videos, Verbatims and Forms	Submit your self-evaluation forms on Bb (consider peer feedback from sessions Mon-Thurs; complete respective forms)  Videos submitted via Dropbox, Consents and Verbatims submitted via Blackboard.	
Due <b>Sunday</b> , 2 weeks after intensive	Read Chs., Hawkins et al. 9-16	Complete corresponding quizzes Hawkins et al. Quiz 9-12 & Quiz 13-16	
Due <b>Sunday</b> , 3 weeks after intensive	Read Chs. 11-12 in Thomas/Sosin Read Young Chapter 7	Complete quiz over Chs. 11-12 on the Thomas/Sosin text in Blackboard Complete Young Quiz 7	
Due <b>Sunday</b> , 3 weeks after intensive	Read Chs. 13-14 Thomas/Sosin Read Young Chapter 8	Complete quiz over Chs. 13-14 on the Thomas/Sosin text in Blackboard Complete Young Quiz 8	
Received by <b>Sunday</b> , 4 weeks after intensive	Consultant sends you feedback	Consultant sends you feedback on your verbatim and video along with your final Clinical Competency Scale Complete Young Quiz 9	
Due <b>Sunday</b> , 4 weeks after intensive	Read Chs. 10-12 in Young	Complete Young Quiz 10, 11, & 12	
Afternoon instructors submit CCS within one week after course ends	Grades	Final Grades will be submitted within one week of course ending.	

**NOTE: Schedule, topics, and readings may vary at the discretion of the professor.**

## Counseling-Related Bibliography

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- Worthington, E. L. (1993). *Psychotherapy and religious values*. Grand Rapids, MI: Baker.

## Appendix A

### Video Recording, Session Evaluation Form, and Verbatim Form Directions

Students will be assigned triads during the intensive week. The purpose of the triads is to provide each student the opportunity to practice his/her counseling skills and receive feedback from peers. During the intensive week, students will meet in their triads and tape four 15 minute practice sessions. (Please make sure you film in a location that is safe and confidential). Students will complete a peer observation form that they will submit to the student they observed during filming. As noted in the syllabus, these will be emailed to the student being observed and submitted via blackboard. Each student will review their own videos and submit a Self-Evaluation Form based on this review. These Self-Evaluation forms are available on Blackboard and will be submitted on Blackboard. They will be further discussed in class.

Each student will be required to transcribe 3-5 minutes of their 4<sup>th</sup> video session **word-for-word** using the outline provided below. Please note the start and end time on your verbatim form (blank forms are in blackboard). The verbatim must be typed directly from the video and include each word, sound (um, hmm, cough, sneeze, etc), and insert such things as [period of silence] or [client cried quietly here], etc. for both the client and the counselor. You will select a portion where you may feel you struggled in the session, got lost in the client's story, or did not know how to respond, etc. This will give you the opportunity to receive feedback to enhance your growth.

In addition to transcribing the above-noted portion of the session, students will review the verbatim considering what alternate responses would have been better and what feelings or thoughts you were having at the time. **Students should include at least 5 re-works or alternate responses in the verbatim as well as their thoughts on why these updates would have been better.** The verbatim is due as assigned per the syllabus and will be submitted on Blackboard.

In addition to the verbatim, each student will be graded as "pass" or "no pass" on video assignments, based on the student's ability to demonstrate the required skill(s). If the video does not demonstrate these skills, other videos will be viewed by the consultant. If the skills are not demonstrated, the consultant will communicate with the student about another attempt.

**Recorded videos will be submitted to the consultant via a Dropbox account. These are free. Please sign up at [www.dropbox.com](http://www.dropbox.com). Your consultant will provide further instructions.**

**Appendix B**

**VERBATIM #** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

<b>Client</b>	<b>Counselor</b>	<b>Alternate Response</b>	<b>Counselor's Self-Awareness/Thoughts/Feelings</b>

Appendix B Verbatim Example (words written in blue is feedback provided to student)

Client	Counselor	Alternate Response	Counselor's Self-Awareness/Thoughts/Feelings
<p>.....is it ok to romantically pursue someone before going to another country? What do you think?</p> <p>Yes.</p> <p>October</p> <p>Yes!</p> <p>Well, the logical ...thing to do would be to not to ...pursue anymore.</p> <p>Well, um....just because of the distance and the time involved. I mean, I'll be gone for two years, to visit my parents and all that during vacation time, but that will be once or twice a year, in a two year span. Um, so, I don't know how tow people can grow,</p>	<p>Hmmm...</p> <p>Hmmm.</p> <p>So, you are leaving in two months.</p> <p>And let's see, this is July, so you are leaving in September?</p> <p>October? You're leaving in October for Thailand, and you're planning on being there for two years, and you're wondering if you should romantically pursue someone right now.</p> <p>Wow...that IS a dilemma. <b>Good confrontation...pointing out the dilemma</b></p> <p>Ok. How do you see that?</p> <p>mmm...</p> <p>Uh huh...</p> <p>mmmm.</p> <p>mmm.</p> <p>So, on the one hand, you're interested in</p>	<p>Yes, I see your dilemma.</p> <p>So on the one hand, you are planning to</p>	<p>Several times in this session, Sam directly asks me what I think. In many ways, this is a good thing, since our session is supposed to include confrontation skills. But I don't feel comfortable giving directives yet, at this point in my "relationship" with Sam. <b>You do the right thing...before you give advice, you need to think about why your client is asking for advice...If you client is someone who looks to others to make his decisions for him, perhaps it is best to not do this, thus, empowering him to learn to make his own decisions and not making it possible to blame you for the consequences of decisions.</b> I don't know enough about the situation, or about him. I feel like I do a good job of using his question here to delve deeper into the topic without it being awkward, but later in the conversation I have to work harder to avoid the question.</p> <p>With Sam, I can tell when I have hit the nail on the head, and when I have missed it. I appreciate the verbal feedback he gives me after my summaries. Sam is a very deep thinker and he pauses a lot but is working hard. You can't see this on the tape, but I am</p>

<p>with that kind of distance, unless of course she also would go there and work with me. And that's a different thing.</p> <p>mmmm.</p> <p>Yes.</p> <p>Um.....well...as I said before the logical thing would be not to pursue the girl...but I'm rarely a logical person!</p> <p>(laughs)</p> <p>Anyways...umm..</p> <p>I could be..I mean, I am a logical person in terms of my work because I'm a programmer...but when it comes to girls...I don't know...see...the reasoning behind it is that it can work.</p> <p>Yeah! I mean, a lot of people have...had long distance relationships and they get married and they...were successful.</p>	<p>romantically pursuing a young lady, but on the other hand you're about to leave the country for at least two years.</p> <p>Is that about right? <b>Excellent</b></p> <p>How, how are you going to put those two together? <b>Excellent</b></p> <p>(laughs)</p> <p>You don't see yourself as a logical person.</p> <p>"It" can work?</p> <p>Ok, Ok</p> <p>So, you think a long distance relationship CAN work, and lead to marriage <b>Again, excellent job at paraphrasing what he just said so he can see it, explore it</b>Ok..</p> <p>Ok, ok.</p> <p>Right</p> <p>So on the one hand, you</p>	<p>move overseas shortly, but on the other hand you are interested in romantically pursuing someone.</p> <p>Sacrifice...</p> <p>So on the</p>	<p>watching him to see if his pauses are "thinking" silences or "I'm done talking now" silences.</p> <p>This is a very subtle "confrontation" by pointing out the discrepancies I'm hearing. <b>And subtle confrontations are the best because they place your client in a better position of saving face and being able to hear what you are saying. Because of our sin nature, being caught in our "foolishness" most often results in defensiveness.</b></p> <p>Fortunately, Sam already sees these as well and my job is just to help him think through them, rather than showing them to him.</p> <p>A clarifying question.</p> <p>This topic has given me a lot of opportunities to "confront" – not in a direct sense but in the sense of</p>
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<p>Yes. Yes.</p> <p>Lots of sacrifice, to be made, but it can work.</p> <p>If it's the right person.</p> <p>And it has to be the right person.</p> <p>Yeah.</p> <p>Yeah.</p> <p>I think so.</p> <p>What do you think?</p> <p>Well, yeah, I am confused.</p> <p>Yeah. I guess I just wish things would be simple. But...</p> <p>Yes. I like things to be ...but life isn't that simple I guess. That one day you just meet someone and.....</p>	<p>can see all the sacrifices that would have to be made; it would be very difficult to be in a long distance relationship for that amount of time, but on the other hand you believe that if it were the right person it could be a good thing and it could work. <b>excellent</b></p> <p>You seem confused.</p> <p>What do I think? I'm more interested in finding out what you think.</p> <p>You are? You look confused.</p> <p>Yeah You'd like things to be simple. <b>excellent</b></p> <p>Yeah.</p> <p>So, it sounds like you've got a lot of conflicts going on internally or at least it sounds that way to me.</p> <p>mmm.</p> <p>mmmm. <b>Your client is talking in abstracts (This is often a way to avoid). You need to make him get</b></p>	<p>one hand you see the difficulties and sacrifices of a long distance relationship, but on the other hand you believe it could work with the right person.</p> <p>(our sentences came out on top of each other, so it is hard to read the order here without the video)</p> <p>It sounds to me like you have a lot of internal conflict, do you feel that way?</p>	<p>pointing out incongruities. It is fun for me to be able to interact more with the client than we were doing with just reflecting skills. This kind of interaction definitely works better with a deep thinker like Sam than a talker like Ashley. It helps me to see the contrast between the two.</p> <p>additive empathy</p> <p>This is where I wasn't sure what to do with his direct question.</p> <p>"I try to make sense of the conflict" – my ears perk up to listen for core meaning...this helps me learn a lot about Sam and</p>
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<p>Yeah, I try to ...I well....</p> <p>I guess I try to, makes sense of the conflicts but at the same time I also believe that human life is not just...oh, since this is happening, this this then you have to do this. You have to take into consideration a lot of things, that, that's what's confusing me. And I guess I am confused if I should follow my heart or my head.</p> <p>The age old question.</p> <p>Yeah.</p> <p>Yes. Hmmhm.</p> <p>Where do they meet.</p> <p>I don't know.</p> <p>I haven't, I'm not at that point yet, that they've met. Right now they are both pulling in different directions.</p> <p>Yeah...</p>	<p><b>concrete and specific. We don't know what he means by heart ad head. It would be good at this point to find out. ..."following my heart would look like....And following my head would look like.."</b></p> <p>Ok.</p> <p>So that's where the conflict is....follow your heart -pursue the girl- or follow your head -do things logically and smoothly.</p> <p>So...where does your heart and head lead you...where do they meet?</p> <p>So that might be a goal then, to find out.</p> <p>Can you tell me a bit more about the directions they are pulling you in...maybe a bit more of the details?</p> <p>Well, um, I know the details of your trip, you're going in 2 months to Thailand for two years, and you've kind of insinuated that there is someone you're</p>	<p>So you are feeling pretty confused, and the conflict is between following your head or your heart.</p> <p>Do you think there is a path where your heart and head might meet?</p> <p>I think I understand that. Would you like to consider the implications of following either path?</p>	<p>why he is in the emotional/rational situation he is in...</p> <p>Sam realizes he is walking a confusing road that many people have walked before him.</p> <p>Throughout the conversation, as Sam delves deeper into this conflict within himself, I can see him become more and more – giddy and silly. I'm not sure how to explain it, but it definitely is not congruent with what he is telling me. <b>When this happens, you can process it in the session by bringing up your observation. "You seem to become more humorous as we get closer to talking about feelings."</b> This is a telling observation, though it is hard to pick up on the tape until the very end. The more he talks about his feelings, the sillier he gets. If the interview was intended to be longer, I think I would have taken that as a sign that we should change course for a few moments, or do a positive asset search. As it was, the session was nearly over so this was not</p>
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<p><b>Yeah...</b></p> <p><b>Like what kind of details?</b></p> <p><b>Um, huh.</b></p> <p><b>Ok. Um, I'm trying to decide whether it's good or not. Yeah. Well, I met this young lady ...uh, she's a student...</b></p>	<p><b>interested in pursuing. Can you tell me a bit more about umm this person?</b></p> <p><b>If you'd rather not...</b></p>		<p><b>appropriate.</b></p> <p><b>I can see that Sam is not necessarily comfortable with giving more details right now, but after some thought he does tell me a bit more and seems to be comfortable with that decision.</b></p>
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## Counseling Competencies Scale (CCS)

(Lambie, Mullen, & Swank, & Blount, 2014) with minor adaptations

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

### Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates sometimes **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➤ A 505 student is in the 2-4 score item range by the end of the class and has an overall average at or above 3.

Directions: Please evaluate your counseling skills and ability to facilitate therapeutic conditions per rubric evaluation descriptions & record rating in the “score” column on the left.

**Part I (Other parts will be used in other classes): Counseling Skills & Therapeutic Conditions**

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</b>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates some inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
1. B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)	Demonstrates some inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
1. C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates some inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness.	Uses multiple questions at one time
1. D		<b>Reflecting <sup>a</sup> Paraphrasing</b>	<b>Basic Reflection of Content – Paraphrasing</b>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing somewhat inconsistently & inaccurately or sometimes mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. E		<b>Reflecting <sup>b</sup> Affect</b>	<b>Reflection of Feelings</b>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings somewhat inconsistently & sometimes is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. F		<b>Reflecting <sup>c</sup> Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp; future plans</b>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots
1. G		<b>Advanced Reflection (Meaning)</b>	<b>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</b>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions may appear superficial at times.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. H		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed and therefore appropriately <i>not</i> used (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive
1. I		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established
1. J		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client
1. K		<b>Facilitate Therapeutic Environment</b> a	<b>Expresses accurate empathy &amp; care. Counselor is "present" and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
1. L		<b>Facilitate Therapeutic Environment</b> b	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client

\_\_\_\_\_ : Total Score (out of a possible 60 points)



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- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- 505 students are in the 3-4 item score range by the end of the class.

Directions: Please evaluate your counseling skills and ability to facilitate therapeutic conditions per rubric evaluation descriptions & record rating in the “score” column on the left.

## Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
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1. B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)	Demonstrates some inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
1. C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates some inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness.	Uses multiple questions at one time
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1. F		<b>Reflecting <sup>c</sup> Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp;</b>	Demonstrates consistent ability to use summarization to include content, feelings,	Demonstrates ability to appropriately use summarization to include content, feelings,	Sometimes demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots

			<b>future plans</b>	behaviors, and future plans (85%).	behaviors, and future plans (majority of counseling sessions; 70%).			
1. G		<b>Advanced Reflection (Meaning)</b>	<b>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</b>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions may appear superficial at times.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots
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1. J		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client
1. K		<b>Facilitate Therapeutic Environment</b> a	<b>Expresses accurate empathy &amp; care. Counselor is "present" and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
1. L		<b>Facilitate Therapeutic Environment</b>	<b>Counselor expresses appropriate respect &amp; unconditional positive</b>	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Sometimes demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client

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\_\_\_\_\_ : Total Score (*out of a possible 60 points*)

## Appendix E

### Counselor Competencies Scale—Revised (CCS-R) ©

(Lambie, Mullen, & Swank, & Blount, 2014)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

#### Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

## Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</b>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
1. B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
1. C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness.	Uses multiple questions at one time
1. D		<b>Reflecting<sup>a</sup> Paraphrasing</b>	<b>Basic Reflection of Content – Paraphrasing</b>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. E		<b>Reflecting<sup>b</sup> Reflection of Meaning</b>	<b>Reflection of Feelings</b>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. F		<b>Reflecting<sup>c</sup> Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp; future plans</b>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots
1. G		<b>Advanced Reflection</b>	<b>Advanced Reflection of Meaning including</b>	Demonstrates consistent use of advanced reflection & promotes discussions of greater	Demonstrates ability to appropriately use advanced reflection, supporting increased	Demonstrates inconsistent & inaccurate ability to use advanced reflection.	Demonstrates limited ability to use advanced reflection &/or switches	Judgmental, dismissing, &/or overshoots

		<i>(Meaning)</i>	<b>Values and Core Beliefs (taking counseling to a deeper level)</b>	depth during counseling sessions (85%).	exploration in session (majority of counseling sessions; 70%).	Counseling sessions appear superficial.	topics in counseling often.	
#	Score	<b>Primary Counseling Skill(s)</b>	<b>Specific Counseling Descriptors</b>	<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>
1. H		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed and therefore appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive
1. I		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established
1. J		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client
1. K		<b>Facilitate Therapeutic Environment</b> a	<b>Expresses accurate empathy &amp; care. Counselor is “present” and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
1. L		<b>Facilitate Therapeutic Environment</b> b	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client

\_\_\_\_\_ : Total Score (out of a possible 60 points)

## Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		<b>Professional Ethics</b>	<b>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</b>	Demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Repeatedly violates the ethical codes &/or makes poor decisions
2. B		<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
2. C		<b>Professional &amp; Personal Boundaries</b>	<b>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</b>	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries.	Harmful relationship with others
2. D		<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Demonstrates an understanding &amp; appreciation for <i>all</i> counseling site policies &amp; procedures.</b>	Demonstrates consistent adherence to <i>all</i> counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to all counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussed with supervisor.

2. E		<b>Record Keeping &amp; Task Completion</b>	<b>Completes <i>all</i> weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</b>	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
#	Score	<b>Primary Professional Dispositions</b>	<b>Specific Professional Disposition Descriptors</b>	<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Insufficient / Unacceptable (2)</b>	<b>Harmful (1)</b>
2. F		<b>Multicultural Competencies</b>	<b>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others
2. G		<b>Emotional Stability &amp; Self-control</b>	<b>Demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</b>	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Inappropriate interactions with others continuously, high levels of emotional reactants with clients, peers, and supervisors.
2. H		<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</b>	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack of appreciation for the profession &/or is apathetic in promoting his or her professional and personal growth & development.
2. I		<b>Openness to Feedback</b>	<b>Responds non-defensively &amp; alters</b>	Demonstrates consistent and strong openness to supervisory	Demonstrates consistent openness to supervisory feedback &	Demonstrates openness to supervisory feedback;	Demonstrates a lack of openness to supervisory	Defensive &/or disrespectful

			<b>behavior in accordance with supervisory feedback.</b>	feedback & implements suggested changes.	implements suggested changes.	however, does <i>not</i> implement suggested changes.	feedback & does <i>not</i> implement suggested changes.	when given supervisory feedback.
2. J		<b>Flexibility &amp; Adaptability</b>	<b>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</b>	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.
2. K		<b>Congruence &amp; Genuineness</b>	<b>Demonstrates ability to be present and “be true to oneself”</b>	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and <i>not</i> genuine

\_\_\_\_\_ : Total Score (out of a possible 55 points)

\_\_\_\_\_ : Total CCS Score (out of a possible 105 points)

Total CCS	105-100	99-90	89-80	79-65	64 & below
Rating	Exceeds Expectations	Meets Expectations	Developing Competency	Below Expectations	Unacceptable