



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Course Number	COUN 540
Course Title	Counseling & the Helping Relationships
Call Number/Section	
Class Times	
Class Location	
Textbook	Cormier, Sherry (2016). <i>Counseling Strategies and Interventions (9th ed.)</i> . Upper Saddle River, NJ: Pearson Education Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics CRC Code of Professional Practice https://crtcetification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

Course Description:

The course is designed to provide an introduction and overview of various theoretical approaches to the helping relationship and counseling interview techniques and skills helpful in developing and maintaining a therapeutic relationship. Also covers helping techniques (with culturally diverse populations) as applied through advising, cross intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

Student Learning Outcomes (SLO) for Counseling Techniques

SLO 1 Students will explore and learn applications of counseling theories and the application to individuals with disabilities

SLO 2 Students will learn counseling approaches and techniques through interview strategies and interventions.

SLO 3 Students will learn application and utilization of counseling theory and materials to assist the individual with a disability in goal attainment.

SLO 4 Students will learn and explore innovative measures/techniques in counseling to facilitate change in multicultural society.

SLO 5 Students will practice and conduct counseling interventions to the needs of individuals with a disability.

SLO 6 Students will identify transferable skills by analyzing consumer in the counseling process.

SLO 7 Students will identify and Integrate multicultural evidenced based practices in counseling.

SLO 8 Students will demonstrate and practice ethical counseling skills to further develop personal values and issues that facilitate growth.

CACREP (2016) Standards Covered in COUN 540

<u>Standard</u>	<u>Evaluation</u>
2.F.5. Counseling and the Helping Relationships	
2.F.5.a. Theories and models of counseling	Quiz, Theoretical Orientation Scale and Presentation, Final Exam
2.F.5.b. A systems approach to conceptualizing clients	Quiz, Final Exam
2.F.5.c. Theories, models, and strategies for understanding and practicing consultation	Pre & Post-Assessment Activity
2.F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Client Audio/Video Recorded Tape and Session Note Final Exam
2.F.5.e. The impact of technology on the counseling process	Final Exam
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process	Client Audio/Video Recorded Tape and Session Note In-Class Skills Practice Final Exam
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills	In-Class Skills Practice, Client Audio/Video Recorded Tape and Session Note, Intake Form-Case Conceptualization, Final Exam
2.F.5.h. Developmentally relevant counseling treatment or intervention plans	Client Audio Recorded Tape, Intake Form-Case Conceptualization Template, SMART goal/intervention and Session Note, Final Exam
2.F.5.i. Development of measurable outcomes for clients	Client Audio/Video Recorded Tape and Session Note, In-Class Skills Practice
2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention	Client Audio/Video Recorded Tape, Intake Form-Case Conceptualization Template and Session Note, In-Class Skills Practice, Theoretical Orientation Scale and Presentation, Final Exam

2.F.5.k. Strategies to promote client understanding of and access to a variety of community- based resources	Client Audio/Video Recorded Tape and Session Note, In-Class Skills Practice
2.F.5.l. Suicide prevention models and strategies	In-Class Skills Practice, Intake Form-Case Conceptualization Template
2.F.5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	In-Class Skills Practice, Intake Form-Case Conceptualization Template, Final Exam
2.F.5.n. Processes for aiding students in developing a personal model of counseling	Theoretical Orientation Scale and Presentation
5.H.1. Foundation (Rehab)	
5.H.1.b: Theories, models, and interventions related to rehabilitation counseling	Quiz, Final Exam
5.H.2. Contextual Dimensions	
5.H.2.i. Awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations	Final Exam
5.H.2.q. Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models	Final Exam
5.H.2.r. Administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping	Quiz, Final Exam

Program objectives met in COU 540

1. To present theoretical and practical experiences which prepare graduates to function effectively as counselors
2. To encourage the spirit of inquiry and the production and utilization of research among both faculty and students
3. To produce counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients
4. To foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession
5. To foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards
6. To provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others
7. To develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

CLASS FORMAT /INSTRUCTIONAL METHOD

Classes will include lectures, demonstrations, multimedia presentations, video and experiential activities. Students are expected to participate in demonstrations and practice sessions involving various counseling approaches, strategies, and techniques. For communication, please use the university approved email account or blackboard (no personal email accounts).

COURSE REQUIREMENTS

A. Self-Assessment Pre/Post (10 Points)

B. Weekly Quizzes (10 Points Each)

CACREP 2.F.5.a., 2.F.5.b., 2.F.5.c., 5.H.1.b, 5.H.2.r.

Quizzes will be assigned weekly for 10 weeks. The quizzes will cover information listed in the weekly module and will consist of multiple choice/ short answer or case study presentations. Please be sure to have all electronic devices fully charged and have a strong internet connection as computer failure and connection issues are not acceptable excuses for missed exams or quizzes. **(100 total points)**

C. Client Audio/Video Recorded Tape and Session Note (100 points)

CACREP 2.F.5.d., 2.F.5.f., 2.F.5.g., 2.F.5.h., 2.F.5.i., 2.F.5.j., 2.F.5.k.

Key Performance Indicator (KPI)- Students are required to earn an 80% or better to pass the KPI.

In an attempt to assist students in developing their clinical skills, students will participate in a 3-part assignment. Conduct a 45-minute **Intake** Counseling Session with an Adult client using the Intake Form- Case Conceptualization Template as a guide. Be sure to use skills learned such as attending skills, rapport building, accurate empathy, unconditional positive regard, and genuineness just to name a few. Students will create an individualized informed consent form focusing on their counseling and professional identity. All informed consent forms must be signed by the client. Lastly, students will upload an audio file demonstrating their counseling skills and their ability to conceptualize their client. The session should represent the initial session (rapport building).

1. Use the Intake Form-Case Conceptualization Template to conduct the initial intake counseling session. You will also be required to write out the different sections of the intake form. Complete the form to the best of your ability and allow that form to be the outline/formatting of your paper. All papers will be written in APA format (6th edition). Length is 3-8 pages, do not include a title or reference page. **(50 points)**
2. Create an individualized Informed Consent Form to show your counseling and professional identity. **(25 points)**
3. **AUDIO TAPED/ FILES** (mid-term) Audio files must be of good sound quality when submitted. **Files that do not open, are not fully submitted, or are not received by the due date will not be graded.** Please be sure that your assignment has been submitted for grading. For your convenience and due to the course's certified platform, recordings must be submitted on one tape/file and completed in Zoom or Blackboard Collaborate. Audio files may be used during class for training purposes, so pseudonyms are to be used at all times. **(25 points)**

D. In-Class Skills Practice (10 Points Each)

CACREP 2.F.5.f., 2.F.5.g, 2.F.5.i., 2.F.5.j., 2.F.5.l., 2.F.5.m.

Students will participate in classroom skills practice assignments individually, in dyads, triads and or in a group. Students will practice skills from each chapter to demonstrate

proficiency in counseling skills. Due to the didactic nature of the class, these assignments may not be made up if students are absent. Please note, if you are absent from class, you will not receive credit for skills practice.

E. Theoretical Orientation Scale and Presentation (50 pts.)

CACREP 2.F.5a., 2.F.5.n

Students will complete the theoretical orientation scale to help review and familiarize themselves with their theoretical orientation. The TOS will be provided for completion. Students will present their top three orientation scores and present their top orientation scores in class. Each presentation should be at least 20 minutes with visual aid. All presentations should be according to APA format.

F. Final Examination (140 points)

CACREP 2.F.5a., 2.F.5.b., 2.F.5.c., 2.F.5.d., 2.F.5.e., 2.F.5.f., 2.F.5.g., 2.F.5.h., 2.F.5.j., 2.F.5.k., 2.F.5.l., 2.F.5.m., 5.H.1.b, 5.H.2.i., 5.H.2.q., 5.H.2.r.

1. A comprehensive examination comprised of multiple choice and/or case study information will be given as assigned by the university academic calendar. The questions for the test will be drawn from textbook chapters, lectures, class discussions and Supplementary information provided. This portion of the final exam is worth **20pts.**

2. The final examination will also consist of a 30-minute video recording with a client, to assess the student’s ability to effectively use technology/(tele-mental health), the SMART goal, application of theory, interventions associated with the theory, and case conceptualization. A rubric is provided at the end of the syllabus. Videotaped File recordings must be of good sound and video quality when submitted. **Files that do not open, are not fully submitted, or are not received by the due date will not be graded.** For your convenience and due to the certified platform of the course, recordings must be submitted on one tape/recording and should be completed in Zoom or Blackboard Collaborate. Video recording may be used during class for training purposes, so pseudonyms are to be used at all times. This portion of the final exam is worth **100pts.**

3. A progress note will need to be completed in the SOAP or BIRP format documenting the final session with your client. A rubric will be provided. This portion of the final exam is worth **20 pts.**

Please be reminded, Late assignments will not be accepted. Please plan accordingly to meet all required deadlines for submission.

GRADE DETERMINATION

Course Requirements	Points
Self-Assessment Activity (Pre and Post 5 pts each)	10
Weekly Quizzes (10 @ 10 pts. each)	100
Midterm-Audio/Visual Taped Counseling Session and Progress Note	100
In-class Skills Practice Assignments (10 @ 10 pts. each)	100
Theoretical Orientation Scale and Presentation	50
Final Exam	140

Grading Scale	Total 500 Points
A 90-100%	500-450
B 80-89%	= A
C 70-79%	449-400 = B
D 60-69%	399-350 = C
F Below 60%	349-300 = D
	Below 299 = F

Course Policies

Assignments

All assignments are due on the date specified. Late work will not be accepted.

GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

REMEDATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services (Mrs. Williams), Student Center, Room 203, 256-372-4263.

ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. More than three absences will lower your grade by one letter grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence for each credit hour.

For any absence to be excused, an official university excuse will need to be requested from Mrs. Williams.

Director of Special Students Services (Mrs. Williams), Student Center, Room 203, 256-372-4263.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Virtual learning environment

Students will be expected to follow classroom decorum as it relates to zoom meetings or Blackboard collaborate. Please be reminded of the following:

Camera must be turned on for purpose of attendance/to receive credit for being in class.

Please remain professional while in the virtual classroom setting AEB: attire and activities

Please be on time for class. Failure to log into class within 15 minutes of class starting (without pre-approval) will incur deducted points from participation grade.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

DISC

RIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint must be filed within 300 calendar days of the incident. The Complaint Form can be found at:

<http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf>

COURSE CALENDAR

ASSESSMENT/ CACREP STANDARD	WEEK/ DATE	COURSE TOPIC/LECTURE	READINGS	ASSIGNMENTS, RUBRICS, TESTS
	Week 1 (1/10)	Syllabus Introduction Course Overview	Welcome and Overview	Syllabus review quiz complete by 1/31 6:50p.
	Week 2 (1/17)	No class	Dr. Martin Luther King Jr. Holiday	
	Week 3 (1/24)		Counseling Self- Assessment	Review and Complete Pre Self- Assessment Inventories Pre- Assessment of Counseling skills and values Due on 1/31 by 6:50p in Blackboard
Group activity on Review of the code of ethics CACREP 2.F.5.D, E 5.H.2.Q	Week 4 (1/31)	Ethics	Review Ethical Guidelines for Counseling in accordance with ACA/NBCC and CRC	
In class Practice Assessment # 1	Week 5 (2/7)	The helping Profession	Chapter One	Read – Cormier and Hackney Chapter 1 In class Practice Assessment # 1

CACREP 2.F.5.A, F, N CACREP 5.H.1.B, 2.A, 2.R				Quiz 1
In- class Skills Practice # 2 CACREP 2.F.5.I In- class Skills Practice # 3 CACREP 2.F.5.C, G, H	Week 6 (2/14)	Helping Relationship Writing Progress Notes (SOAP) Communication	Chapter Two Chapter Three	Read-Cormier and Hackney Chapter 2 In- class Skills Practice # 2 Quiz 2 Read – Cormier and Hackney Chapters 3 In- class Skills Practice # 3 Quiz 3
In- class Skills Practice # 4 CACREP 2.F.5.F, G	Week 7 (2/21)	Attending Skills and patterns	Chapter Four	Read – Cormier and Hackney Chapter 4 In- class Skills Practice # 4 Quiz 4
	Week 8 (2/28)	Mid-term Due	Mid-term Due	Due on Blackboard: Counseling Session Audio/Video Recorded Tape Counseling Session/Progress Note Due by 6:50p
In- class Skills Practice # 5 CACREP 2.F.5.F	Week 9 (3/7)	Listening Skills: Responding to Affective Content	Chapter Five	Read – Cormier and Hackney Chapter 5 In- class Skills Practice # 5 Quiz 5
In- class Skills Practice # 6	Week 10 (3/14)	Action Skills: Responding to Cognitive Content	Chapter Six	Read – Cormier and Hackney Chapter 6

CACREP 2.F.5.F				In- class Skills Practice # 6 Quiz 6
In -class Skills Practice # 7 CACREP 2.F.5.H	Week 11 (3/21)	Managing the helping session	Chapter Seven	Read – Cormier and Hackney Chapter 7 In -class Skills Practice # 7 Quiz 7 Theory Development Assignment due
	Week 12 (3/28)	No Class	Spring Break	
In -class Skills Practice # 8 CACREP 2.F.5.B, H, I, J	Week 13 (4/4)	Conceptualizing issues & setting goals	Chapter Eight	Read – Cormier and Hackney Chapter 8 In -class Skills Practice # 8 Quiz 8
In -class Skills Practice # 9 Post Self - Assessments of skills CACREP 2.F.5.K, L, M CACREP 5.H.1B, 2I	Week 14 (4/11)	Using Integrative Helping & Interventions Termination/Dischar ge/Closure Sessions	Chapter Nine	Read – Cormier and Hackney Chapter 9 In -class Skills Practice # 9 Quiz 9
In -class Skills Practice # 10 CACREP 2.F.5.C, F, N	Week 15 (4/18)	Considerations and Challenges for beginning helpers	Chapter Ten	Read – Cormier and Hackney Chapter 10 In -class Skills Practice # 10 Quiz 10 Post Self - Assessments of skills Due
	Week 16			

	(4/25)		Mock Session and In-class Practice Skills Theory Presentations	Theory Presentation due in class
	Week 17 (5/2)	Final Exam		Due on Blackboard: Final Examination Counseling Session Audio/Video Recorded Tape Counseling Session/Progress Note Due by 6:50p

Intake Form- Conceptualization Template

- A. Identifying Data:** *(Client's name, address, and telephone number, age, gender, gender identity, ethnic origin, race, partnered status, occupation status, education status as well as languages, citizenship) (5 pts)*
- B. Presenting Problem:** *(Reason for referral-Client's description of the problem (primary or secondary); How long has the problem been going on; What current stressors are contributing to the problem; What has been done to try to solve the problem; Can the client identify patterns?) (5 pts)*
- C. Client's Current Life Setting:** *(How does the client spend a typical day or week, What are their social, spiritual, religious, and recreational activities, what is their living arrangement like, what are important relationships, are there any financial stressors?) (5 pts)*
- D. Family History:** *(Family composition and current living arrangements; Who lives in the home, level of support, to include financial support; Who does the client consider family or non-family, who lives in the home- Be sure to include names ages, deaths, parent-child-sibling, relationship/conflict; history of emotional disturbance any substance abuse, instabilities, or significant losses) (5 pts).*
- E. Personal History:** *(Medical, educational, military, legal history, relationship status, counseling experience, any traumatic experiences, any suicidal attempts or ideations if so use suicidal assessment- C-SSRS) (5 pts)*
- F. Description of Client during the Interview** *(use your observations and impressions about the client- be careful not to impose your cultural biases, norms, or values, An example of your observation is their physical appearance such as height, weight, dress, posture, facial expressions, tensions, their readiness of response, motivation, warmth, or their inability or ability to connect) (5 pts)*
- G. Summary and Recommendations** *(Acknowledge any connections that appear to exist between the presenting issue shared by the client and other information shared, what are the outcomes of counseling for your client, what type of counseling (theory) would be most appropriate and why, share your thoughts on whether you can support your client and if you cannot who would you refer the client to and why, any red flags) (5 pts)*
- 1. Create a SMART goal and 2 interventions.**
- H. Write one paragraph sharing your strengths and areas that need improvement. (5 pts)**

Counseling Techniques
Audio/Video Rubric

Rubric for Assessment of Counseling Audio/Videos

Below is the rubric used to assess (mid-term/final) counseling videos. Students scoring exceeds expectations receive the maximum number of points in each category. Meets expectations equates to half the allowable points. Below expectations equates to zero (0) allowable points.

Student's name: _____ **Evaluator's name:** _____

Date: _____

Performance Descriptors	Exceeds Expectations (10.00)pts	Meets Expectations (6.00)pt	Below Expectations (0)pts.	Score
1. Informed Consent	Reviewed consent for treatment Statement of confidentiality Discussed client rights (10.00)pts	Limited and/or inconsistent in providing informed consent, statement of confidentiality, or discussion about client rights (6.00)pts	Unable to discuss consent for treatment, confidentiality, or client's rights (0)pts	
2. Opening session and explaining the counseling process (If this is the initial session this should be explained in detail)	Discussed the following: Ethics Theoretical Orientation explanation (10.00)pts	Limited and/or inconsistent use/explanation of: Ethics and theoretical orientation (6.00)pts	Unable to articulate understanding of decision making consistent with ACA and/or specialty ethical code of conduct Unable to identify theoretical orientation (0)pts	
3. Establishing goals	Effective and supportive in allowing the client to establish goals	Limited and/or inconsistent use of goal establishment or review of goals	Unable to establish goals within the session or review of goals.	

<p>(If this is the initial session/MID-TERM) You should be reviewing/assessing goals if this is the final recording</p>	<p>or review of goals</p> <p>Able to reframe negative goals</p> <p>(10.00)pts</p>	<p>(6.00)pts</p>	<p>(0)pts</p>	
<p>4. Counseling Process</p>	<p>Demonstrates the ability to move through the counseling process effectively</p> <p>Identification of progress or lack of progress</p> <p>Flexibility in the counseling process</p> <p>Ethical decision making skills</p> <p>(10.00)pts</p>	<p>Limited and/or inconsistent:</p> <p>Movement through counseling process</p> <p>Ability to identify progress</p> <p>Ability to maintain flexibility during session</p> <p>Ethical decision making consistent with ACA and/or specialty ethical code of conduct</p> <p>(6.00)pts</p>	<p>Unable to move through counseling process (stuck)</p> <p>(0)pts</p>	
<p>5. Rapport Building</p>	<p>Demonstrate appropriate counselor-client relationship</p> <p>(10.00)pts</p>	<p>Limited connection (rapport building) with client during counseling session</p> <p>(6.00)pts</p>	<p>Inappropriate counselor-client relationship</p> <p>(0)pt</p>	

<p>6. Technique Intervention</p>	<p>Techniques used coincide with identified theory</p> <p>Techniques were appropriate for presented problem</p> <p>(10.00)pts</p>	<p>Limited and/or inconsistent use of techniques that coincide with theory</p> <p>Limited and/or inconsistent use of techniques that were appropriate for presenting problem</p> <p>(6.00)pts</p>	<p>Unable to use and/or identify techniques that coincide with theory</p> <p>Unable to use techniques that were appropriate for presenting problems</p> <p>(0)pts</p>	
<p>7. Mechanics of Recording</p>	<p>Recording was submitted by the due date, included one visual and audible recording and was at least 30 minutes in length</p> <p>(10.00)pts</p>	<p>Recording was audible only, submitted by the due date and in one recording did not meet the 45-minute requirement</p> <p>(6.00)pts</p>	<p>Recording was not submitted by due date, was not audible/visible, or was submitted in multiple tapes.</p> <p>(5-0)pts</p>	
<p>8. Role of a counselor appropriate to setting & Age-appropriate skills</p>	<p>Demonstrate and articulate understanding of the role of the counselor appropriate to setting & Demonstrate consistent use of age-appropriate language</p> <p>(10.00)pts.</p>	<p>Demonstrated limited understanding of the role of a counselor appropriate to setting & Limited and/or inconsistent use of age-appropriate language</p> <p>(6.00)pts</p>	<p>Did not demonstrate understanding of the role of a counselor appropriate to setting & Age-appropriate language was not used</p> <p>(0)pt</p>	
<p>9. Ethics</p>	<p>Demonstrate ethical decision making consistent with ACA and/or specialty area ethical code of conduct</p>	<p>Demonstrate limited and/or inconsistent ethical decision making consistent with ACA and/or</p>	<p>Unable to demonstrate understanding of decision making consistent with ACA and/or specialty ethical code of conduct</p>	

	(10.00)pts	specialty ethical code of conduct (6.00)pts	(0)pts	
10. Cultural Competence	Demonstrate understanding of cultural competent counseling (10.00)pts	Demonstrate limited and/or inconsistent understanding of culturally competent counseling (6.00)pts	Unable to demonstrate cultural competence (0)pts	

Total Score: _____

Additional feedback:

Counseling Techniques Audio Session Grading Rubric ___/ 100 total pts. Available

Counseling Techniques
Theory Presentation Rubric
(The target is highlighted as “Meets” or “Exceeds” Standards)

Student Name:

Date:

Performance Descriptors	Exceeds Expectations (2.5)pts	Meets Expectations (1.00)pt	Below Expectations (0)pts.	Score
1. Result of TOS Assessment	Discussed details about taking and obtaining results of theory development (2.5) pts	Limited and/or inconsistent in discussing details about taking and obtaining results of theory development (1.00) pts.	Unable to discuss detail about taking and obtaining result of theory development (0)pts	
2. Discussion about highest scored theory	Discussed the following: Highest scored theory	Limited and/or inconsistent use/explanation of: Highest scored theory	Unable to article: Highest score theory Second scored theory Compare and contrast of theory	

	<p>Second scored theory</p> <p>Compare and contrast of theory</p> <p>(2.5) pts</p>	<p>Second scored theory</p> <p>Compare and contrast of theory</p> <p>(1.00) pts</p>	<p>(0.00)pt.</p>	
<p>3. Personalization of Counseling Theory</p>	<p>Discussed the following:</p> <p>How theory relates to personal values and worldview</p> <p>Compare and contrast theory in relation to personal values and worldview</p> <p>(2.5) pts</p>	<p>Limited and/or inconsistent discussion of:</p> <p>How theory relates to personal values and worldview</p> <p>Compare and contrast theory in relation to personal values and worldview</p> <p>(1.00) pts</p>	<p>Unable to Discuss:</p> <p>The theory and how they relate to personal values and worldviews</p> <p>Compare and contrast theory related to personal values and worldviews</p> <p>(0.00)pt.</p>	
<p>4. Theorist associated with Theory</p>	<p>Demonstrates the ability to:</p> <p>Identify theorist</p> <p>Historical development of theory</p> <p>Year of theory development</p> <p>(2.5) pts</p>	<p>Limited and/or inconsistent ability to:</p> <p>Identify theorist</p> <p>Historical development of theory</p> <p>Year of theory development</p> <p>(1.00) pts.</p>	<p>Unable to discuss theorist information related to:</p> <p>Identify theorist</p> <p>Historical development of theory</p> <p>Year of theory development</p> <p>(0)pts</p>	
<p>5. Techniques</p>	<p>Techniques identified coincide with identified theory</p> <p>(5.00)pts</p>	<p>Limited and/or inconsistent discussion of techniques that coincide with theory</p> <p>(2.5)pts</p>	<p>Unable to discuss and/or identify techniques that coincide with theory</p> <p>(1.00)pt</p>	

<p>6. Cultural Competence</p>	<p>Demonstrate understanding of cultural considerations of theory.</p> <p>(2.5) pts</p>	<p>Demonstrate limited and/or inconsistent understanding of cultural considerations of theory.</p> <p>(1.00) pts</p>	<p>Unable to demonstrate cultural considerations of theory</p> <p>(0.00)</p>	
<p>7. Presentation</p>	<p>Student responded to questions with meaningful statements</p> <p>Student maintained appropriate pace</p> <p>Student was attentive to the responses of the class</p> <p>(2.5) pts.</p>	<p>Student speech was heard but tones and variations were inconsistent.</p> <p>The student used minimal facilitation to further discussion by the class</p> <p>(1.00) pts.</p>	<p>Student speech was difficult to hear or understand.</p> <p>Student did not answer or respond to classmates' questions or responses</p> <p>(0.00)pts</p>	
<p>8. Academic Professionalism</p>	<p>Written TOS assignment was submitted on the due date/time and in the correct format.</p> <p>Presentation duration at least 20 minutes</p> <p>(2.5pts)</p>	<p>Assignment was on time, may or may not have been in the incorrect format. Session duration between 10-15 minutes.</p> <p>(1.00) pts.</p>	<p>Assignment was not submitted on time or was submitted in the incorrect format</p> <p>Session did not meet the minimum</p> <p>(5.00) pts.</p>	
<p>9. Presentation Creativity</p>	<p>Visual aids are well-prepared, creative, informative, effective, and not distracting.</p> <p>(2.5) pts</p>	<p>Visual aids are minimally prepared, minimally creative provided minimal information.</p> <p>(1.00) pt.</p>	<p>Visual aids are poorly prepared, minimally creative, and provide poor information.</p> <p>(0.00)pt</p>	
<p>10. References</p>	<p>Presentation appropriately cites references.</p> <p>(2.5) pts</p>	<p>Presentation minimally references citation for information.</p> <p>(1.00) pt</p>	<p>Presentation does not list citations for the information presented.</p> <p>(0.00) pt</p>	

**Counseling Techniques Theory
Development Presentation
Grading Rubric ____/ 50 total pts. available**

Feedback: _____
