



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN508 - COUNSELING TECHNIQUES  
Fall 2019  
3 Semester Hours

### Location/Date/Time

DC101 - Discipleship Ctr  
Wednesday, 12:30 - 3:10

### INSTRUCTOR'S INFORMATION:

**Gregory Czyszczon, PhD, LPC**

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### INSTRUCTOR'S INFORMATION:

**Emily Petkus, Ph.D., LPC**

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*"The essence of working with another person is to be present as a living being. And that is lucky, because if we had to be smart, or good, or mature, or wise, then we would probably be in trouble. But, what matters is not that. What matters is to be a human being with another human being, to recognize the other person as another being in there." Eugene Gendlin*

### COURSE DESCRIPTION

An intensive practical experience in the arts of forming a counseling relationship. Personal feedback on interpersonal interactions and supervision of videotaped interviewing are used to help the student attain competency in the wise use of techniques in the counseling encounter and the counseling relationship.

### COURSE GOALS AND OBJECTIVES

The focus of attention in Counseling Techniques is on your counseling skills and techniques and your counseling style development. The overarching goal is to enable you to be Present, to "sit well in your seat". Together, we will expand our capacity to:

1. sustain an emotionally charged relationship with a client
2. identify and own personal qualities and styles that create trust on the part of the client that you will assist him or her as a professional
3. integrate, so as to be able to speak from the body, a generalizable, plausible account of the client's situation and how he/she can overcome his/her demoralization
4. perform a "ritual or procedure that requires the active participation of both client and therapist and is based on the rationale underlying the therapy."

(adapted from Wampold, 2001, p. 206)

COUN 508 is designed to be one of the primary courses that addresses the CACREP 2016 standards focusing on "counseling and helping relationships". These include

1. *a systems approach to conceptualizing clients* (CACREP 2.F.5.b)

Client concerns, therapeutic relationships, the professionalization of helping - all exist in a complex interdependent web. One of the core organizing themes of the Murphy and Dillon text is attentiveness to "how culture affects clinical work" (p. xix). The text is infused with complex

systems understandings such as "circular causality" (p. 17), that "systems are in constant flux" (p. 17), and that "there are multiple realities, or differing views about how things are, how they got that way, and how they ought to be" (p.18). Systems perspectives show up consistently in the instructors' belief that techniques mean what they do, and are always engaged in reference to client experience, in client-centered respect. The center of this "universe" is the client, not the counselor. The actualized application of this awareness is one of the most important qualities and behaviors we look for as we review your counseling work with you.

2. *ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships* (CACREP 2.F.5.d)

In the complex systems clients engage with "how culture affects clinical work" (M&D p. xix) must always be a contextual awareness. Multicultural perspectives and practices are infused throughout the text and highlighted at the beginning of the text in the chapter titled "The clinical relationship, multicultural practice, and ethics." Multicultural practice entails attention to diverse experience, values and beliefs. It includes both an "empowerment perspective" and a "social justice perspective" (p. 19). These perspectives and how they affect clinical work are also at the center of our course on Multicultural Counseling. In addition to the theory of multicultural work, we will be inviting you to evaluate your own capacity to listen and engage across cultural barriers, both in yourself and others.

"Technological advances have altered the way we do clinical practice in many ways and this is reflected ... throughout the text" (p. xix).

3. *counselor characteristics and behaviors that influence the counseling process* (CACREP 2.F.5.f)

You have a natural style (M&D, p. 21). How, and in what situations, does it work for you, and against you? Particularly as you engage in role plays and counseling interviews, we will be asking you to notice and reflect on how your style and presence affects others. The goal is to live into a genuine presence, uniquely your own, and also adaptable to diverse encounters. This involves many things, including "moving from spontaneous to intentional" (p. 26), a developing comfort with "working under a microscope" (p. 26), "learning from mistakes" (p. 27), and "dealing with strong feelings" (p. 28). This is a developmental process, and you will receive feedback and be invited to self reflect at several stages along the way. Relax (as much as you can) and trust the process.

4. *essential interviewing, counseling, and case conceptualizing* (CACREP 2.F.5.g)

This is of course the core of a Techniques course, and the attitudes, skills, and conceptualizations need to become an effective professional counselor are addressed in chapters 4 - 14 of the text. You will engage both the theory of the processes in a therapeutic relationship, as well as having weekly opportunities to engage personal exploration (experiential inquiries), share your perspectives on the material in writing and class discussion, and practice the skills with your peers and with your undergraduate interviewee.

5. *processes for aiding students in developing a personal model of counseling* (CACREP 2.F.5.n)

The processes to aid you in developing your own authentic style and presence are all the opportunities to work intentionally, to practice open-heartedly, to claim your gifts consciously, and to internalize the process effectively. At this stage in your professional identity development it is most important to engage and trust the process, open to receiving and giving feedback. This

is a beginning. Draw on your own experience in your text reflections, truthful inside and in expression about your practice, curious about how and why we do things the way we do.

Additional CACREP core standards addressed include:

6. *strategies for personal and professional self-evaluation and implications for practice* (CACREP 2.F.1.k)

You will engage in self-awareness activities and have the opportunity for self-evaluation in so many ways throughout the program. In this course the personal self-evaluation marker will be formalized in your Integrated Course Synopsis, and your professional self-evaluation (and faculty evaluation) in the supervision processes of your videotaped counseling interviews with your undergraduate student, summarized in the Techniques Tape Review - both of which become a part of your Competency Portfolio.

7. *self-care strategies appropriate to the counselor role* (CACREP 2.F.1.l)

Our perspective is that self-care is much more than an "add-on" to counselor practice; in fact, self-care is critical to your work as a counselor. While physicians use various tools in their work, as a counselor, your body/mind is your instrument. We therefore believe that self-care is possible in the midst of, and even intrinsically through, the difficult work. Ideally, self-care is an aspirational expression of community, a way of approaching suffering. Self-care in this course is about your needs - from exercising the right to "say no", to grounding yourself so that "exercises" are genuinely you, to being honest about your limitations and challenges with your advisor and supervisors.

8. *the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others* (CACREP 2.F.2.d)

This is a restatement of the first two objectives above. You come to the program with this experience, will gain new perspectives, language, and skills as you become a professional counselor, and above all you will (ideally) be inspired with the courage to accept the life-long challenge of encountering yourself and others.

## Section 5: Entry-Level Specialty Area - Clinical Mental Health Counseling

9. *cultural factors relevant to clinical mental health counseling* (CACREP 5.C.2.j)

See objective 2 above. The text is especially strong in this area. Within the program, you will encounter these cultural factors most directly in your practicum and internship. With respect to your developmental process in this area, this course is your opportunity to ground yourself "in the room" so that you at least have a reasonable degree of confidence in yourself. We will collaborate on this sometimes elusive goal.

10. *techniques and interventions for prevention and treatment of a broad range of mental health issues* (CACREP 5.C.3.b)

The emphasis of this course is to identify and practice the core practices common across all effective therapies - a common factors-informed approach (see Wampold, above). The goal, with respect to a technique such as listening, for example, is to internalize listening so that it is much more than technique, to be able to sense the meanings within behaviors and words, to listen even

as actively engage in, say, contingency management. Techniques and interventions are important, but must be grounded in the authentic presence of the counselor.

Quotes above are drawn from Murphy, B.C. & Dillon, C. (2015). *Interviewing in action in a multicultural world (5th Edition)*. Stamford, CT: Cengage Learning.

### **MASTERY COMPETENCIES AND COUNSELOR ASSESSMENT SCALE**

The mastery competency you will be assessed on in this course is the Clinical Competency I. This involves a demonstration of clinical skills, both through the interviews with undergraduates, and through in-class assessment of competencies. The list of competencies include, but are not limited to, selected CAS objectives E and S:

- Client feels respected.
- Client feels heard and attended to.
- Meets client where they are at.
- Understands client's reality.
- Establishes counseling relationship.
- Maintains appropriate boundaries.
- Empowers client.
- Provides feedback and reflects meaning.

- Creates client ownership.
- Manages good beginnings and endings.
- Alert to risk factors.
- Exercises counselor judgment.

Portfolio Assessment:

- Techniques Client Tape Review form (attached)
- Integrated Synopsis

### **SYLLABUS DISCLAIMER**

*This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.*

### **TECHNOLOGY (SEE TECHNOLOGY AGREEMENT)**

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

### **PREREQUISITES**

N/A

## **REQUIRED TEXTS AND OTHER RESOURCES**

Presbury, J.H., Echterling, L.G., & McKee, J.E. (2008). *Beyond brief counseling and therapy: An integrative approach. (2nd Edition)*. Upper Saddle River, NJ: Pearson.

Referred to as “PEM”

Selected articles may be assigned as they expand on course topics.

## **COURSE ACTIVITIES AND REQUIREMENTS**

### ***Reading (20 points)***

Read the PEM text material as scheduled on the course calendar.

Using Moodle, reflect on the week’s reading assignment. You may reflect on an activity/exercise from the text, or you may share substantive reflections on the material that connect the ideas you found most helpful to your own experience. The cutoff for your submission to count as course credit is the start of class on the day the reading is scheduled to be completed. Length of submission: 200 – 300 words.

You are encouraged to review your peers’ reports from the prior week (at that time you will have access to all of them) and respond as you wish. The professors will read your submissions, and may read from them in class, with your permission. Professors will not respond to your Moodle submissions.

Students will meet in small groups during class to discuss their reflections to prepare for large group discussion. A group leader will be assigned each week to facilitate the discussion on the week's topic.

### ***Attendance and Participation***

This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences per semester will result in a reduction in the overall course grade.

### ***Class Experience***

The class periods provide opportunity for practicing the skills presented in the texts. A variety of role-plays and small group work will be used.

### ***Interview Experience (25 points)***

You will arrange four 45-minute interviews with a student in an undergraduate introduction to counseling class. The purpose of the interviews is to practice basic active listening and interview skills. All interviews will be video recorded in the counseling program labs.

### ***Supervision and Verbatim (30 points)***

You will receive supervision of the first two and the fourth sessions from an Internship student receiving supervision of their supervision. This will include review of the video recording of the session. In preparation for the third session, complete a 15 minute verbatim (details explained in class) and bring the 15-minute video segment of that verbatim, along with a verbatim of that segment, to Emily Petkus

for review and evaluation. The internship student will again supervise the fourth session. It is your responsibility to schedule these supervision sessions as close as possible to the interview.

### ***Assessment***

In addition to assessment by the professors, the undergraduate students will submit an evaluation of their experience to their undergraduate professor and to the professors of this course. This feedback will be compiled and shared with you as group feedback.

### ***Case Study (25 points)***

You will write a case study of the interviewee using these sections: Identifying Information, Initial Impression, Interview Process, (at least a paragraph on each interview) and Counselor Strengths and Limits. The Case Study is an opportunity for the student to reflect both professionally and personally about their interview experience. Students will write the first section from a professional voice and can write more personally in the Strengths and Limits section.

### **Procedures**

Class periods will focus primarily on experience and feedback designed to help you internalize the counseling techniques studied in such a way as to enable you to be more effectively empathic in your way of being with others.

The class periods may be taped from time to time, for the use of review by the professor and/or students.

### **SCHEDULE AND TOPICS**

#### **Course Schedule**

<b>Date</b>	<b>Subject</b>	<b>Reading/Assignments Due</b>
8/28	Course Introduction Creating Safety	-
9/4	Undergraduate Interview Information: Emily Petkus Attending Inward Felt Sensing	PEM 1: PIFE (2.F.5.d; 2.F.2.d; 5.C.2.j; 2.F.5.b; 2.F.5.f; 2.F.5.n; 2.F.1.k)
9/11	Attending and Listening (non-verbals)	PEM 2: The Centrality of the Relationship Attending & Listening Experientials (2.F.5.d; 2.F.2.d; 5.C.2.j; 2.F.5.f) <b>Undergraduate Interview Pairing</b>
9/18	Opening Skills: door openers; encouraging; open and closed questions	PEM 2: (Continued) (2.F.5.d; 2.F.2.d; 5.C.2.j)
9/25	Empathy	PEM 3: Empathy & Caring (2.F.5.f) ≈ <b>UG Session 1</b>
10/2	Assessment, Formulation, & Goal Setting Reflecting Feelings & Meaning: Paraphrasing & Reframing	PEM 4: Helping Clients Frame Goals (2.F.5.d; 2.F.2.d; 5.C.2.j)
10/9	Change & New Perspectives	PEM 5: Facilitating and Perturbing Change

10/16	Exploration & Elaboration: questions; silence; reflection; refocusing	PEM 6: Constructivist Counseling: Exploration & Elaboration of Invented and Imposed Realities (2.F.5.d; 2.F.2.d; 5.C.2.j)
10/23	Using Stories in the Process of Meaning-Making	PEM 7 & 8: Meaningful Stories
10/30	Doing New Things	PEM 9: Brains, Emotions, Thoughts, and Counseling: Doing New Things (2.F.5.b) ≈ <b>UG interviews complete verbatim; faculty review</b>
11/6	Consolidating Change	PEM 11 & 12
11/13	Clinical Relationship: Boundaries, Transference & Self-disclosure	Supplemental Reading on Clinical Relationship & Boundaries (2.F.5.d; 2.F.2.d; 5.C.2.j; 2.F.5.b; 2.F.5.f; 2.F.5.n; 2.F.1.k)
11/20	Working with Crisis	PEM 10: Counseling People in Crisis (2.F.5.d; 2.F.2.d; 5.C.2.j) <b>Case Study Due</b>
11/27	No Class – Thanksgiving Break	-
12/4	Endings & Transitions Self-Care & Resilience	Supplemental Reading: Endings & Transitions (2.F.5.d; 2.F.2.d; 5.C.2.j; 2.F.5.f) Supplemental Reading: Self Care (2.F.5.f; 2.F.5.n; 2.F.1.k; 2.F.1.l)
12/11	Course Review	-

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Identifiers in parentheses refer to CACREP 2016 Standards

Standards addressed in each chapter and class period:

(2.F.5.g) - essential interviewing, counseling, and case conceptualization

(5.C.3.b) - techniques and interventions for prevention and treatment of a broad range of mental health issues

### **GRADING CRITERIA AND OTHER POLICIES**

#### **Grading**

Class attendance and participation is required. Each unexcused class absence over 2 will lower your grade ½ letter.

Written components will be graded on a √-, √, and √+ system. A √- is equivalent to a “C”, a √+ is equivalent to an A grade. Supervision will provide formative feedback on competence as part of the mentoring for admission to internship process.

## Points

Text responses	20
Interviews	25
Case study	25
Verbatim & supervision	30
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Total	100

## Grading Scale (based on percentage)

A	90 – 100	B	80 – 89	C	70 – 79
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## Writing Guidelines

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

## Academic Integrity Policy (AIP)

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

## Turnitin

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en\\_us/features/demos](http://turnitin.com/en_us/features/demos).

## Moodle

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

## Academic Support Center

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

## ***Institutional Review Board***

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

## ***Graduate Writing Center***

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

## ***Course Extensions and Outstanding Grades***

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

## ***Academic Program Policies***

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>  
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

## ***Title IX***

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at [540-432-4302](tel:540-432-4302) or [irene.kniss@emu.edu](mailto:irene.kniss@emu.edu).

Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

# Interview Guidelines

## **Scheduling interviews**

The professors, in consultation with the undergraduate professor of the introduction to counseling course, will provide a system for scheduling interview times.

## **Location**

All interviews will be conducted in the counseling lab. The student is responsible to use the lab scheduling system to reserve a room.

## **Lab use**

Be respectful in your use of the rooms with respect to those who may be scheduled to use the room immediately after you. Schedule rooms in one hour blocks, and plan to finish your interview session 15 minutes before the end of the hour.

## **Purpose**

The purpose of these interviews is for counseling students to receive feedback and further develop their counseling skills. These interviews are not to be represented as counseling sessions.

## **Structure**

### *Interview 1.*

- welcome & invitation
- purpose
- informed consent
- 
- endings

### *Interview 2.*

- formative events
- 
- endings

### *Interview 3.*

- focused exploration
- 
- endings

### *Interview 4.*

- directions
- evaluation & reflections
- closing

## Interview Introduction Letter

DATE

STUDENT NAME  
EMU

Dear STUDENT,

Thank you for your willingness to participate in interviews with an M.A. in Counseling student enrolled in our Counseling Techniques course. Students are enrolled in this course to enhance and strengthen their counseling ability.

The name of the student with whom you will meet for four 45 minute sessions is GRAD NAME. GRAD will be contacting you in the next week to schedule these sessions.

You will meet with GRAD in one of the counseling rooms on the lower level of the Seminary Building (Room 015).

The sessions will be videotaped and shared with me and other students in the Counseling Techniques course for feedback in developing counseling skills. The focus of feedback will be focused on the counseling skills of our student, not on the content you bring to the interviews. Your sessions will be confidential except for these videotape reviews.

Attached is an informed consent form that explains this process in more detail. GRAD will review this with you at the beginning of your first interview to answer any questions you may have.

If you have any questions or concerns during this process, feel free to contact me at [somer.george@emu.edu](mailto:somer.george@emu.edu), or call me at \_\_\_\_\_, or talk with your professor.

I hope that you enjoy this process and that it allows you an opportunity for self-exploration.

Sincerely,  
Somer

Somer George

## Counseling Interview Informed Consent Form

Students in the M.A. in Counseling course in Counseling Techniques have invited students in the undergraduate Introduction to Counseling course to participate in four interviews.

The interviewee (the undergraduate student) will be invited in these interviews to share their life story with the interviewer. The interviews are not for the purpose of personal counseling. While interviewees are certainly invited to share personal information, current personal issues that need counseling assistance should be referred to the university counseling center (or other professional counselor).

The purpose of these interviews for the interviewer (student in the master's level Counseling Techniques course) is to provide an opportunity to practice active listening skills and to get feedback on their work from peers and professors.

The interviews will be treated confidentially, within the following understandings. Each interview will be video recorded for feedback purposes. No one will see the video recordings except students and faculty in the Counseling Techniques course, and all students in the class are bound by this confidentiality requirement. Further, the focus of the review of the video recordings will be on the interviewer's work, not on the content of the interview. When the recording is no longer needed for this purpose it will be destroyed.

The interviewer will write a report of the experience. This report will also be treated confidentially. This means that it will not include real names, it will be read only by the professor(s) in the Counseling Techniques course, and after a grade is assigned, it will be destroyed.

The undergraduate interviewee may choose to discontinue the interview process at any time for any reason. This may be done by talking with the interviewer, the graduate course professor, or the professor of the undergraduate course.

The undergraduate interviewee will be invited to complete an assessment of the graduate interviewer's work at the end of the experience.

Both graduate interviewer and undergraduate interviewee agree to respect the scheduling process and be prompt for appointments.

I have read and understand the above material, and freely give my consent to participate in this process.

Signed \_\_\_\_\_ Print name \_\_\_\_\_  
(undergraduate student)

Signed \_\_\_\_\_ Print name \_\_\_\_\_  
(graduate student)

Date \_\_\_\_\_

## Written Case Study Format

**Use the following sub-sections to organize your case study:**

***1. Identifying Information***

Age, gender, race, physical appearance, marital/partnership status and history, ages and gender of children, occupation...

***2. Initial Impression***

General appearance, mannerisms, behavior, speech, gestures at first meeting.

***3. Interview Process***

Process of the interviews. What has, or has not been, helpful. Major transitions observed. Student satisfaction with the process.

***4. Counselor Strengths and Limits***

What this experience has taught you and/or reinforced about yourself. Goals for subsequent clinical experiences.

**Please note that strict procedures are followed to safeguard confidentiality. Case studies must conceal all client identities. All copies of the case study must be destroyed after their use.**

## Supplemental Reading Suggestions\*

Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. New York, NY: W.W. Norton & Company.

Goleman, D. (2005). *Emotional Intelligence*. New York, NY: Bantam Books.

Kottler, J. (2010). *On being a therapist* (4<sup>th</sup> ed). San Francisco, CA: John Wiley and Sons.

May, R. (1989). *The art of counseling*. New York, NY: Gardener Press. (Original work published 1967)

Pipher, M. (2003). *Letters to a young therapist: Stories of hope and healing*. New York, NY: Basic Books.

Rogers, C. R. (1980). *A way of being*. Boston, MA: Houghton Mifflin Company.

Rogers, C. R. (1989). *On becoming a person: A therapist's view of psychotherapy*. Boston, MA: Houghton Mifflin Company.

Siegel, D. J. (2010). *Mindsight: The new science of personal transformation*. New York, NY: Bantam Books.

Wampold, B. E. (2012). *The basics of psychotherapy: An introduction to theory and practice*. Washington, DC: American Psychological Association.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Harper-Collins.

\*Students may choose a supplementary text not on this list if approved by the professor



## Student Information

<i>Student</i>		<i>Date</i>	
<i>Professor</i>		<i>Student ID</i>	
<i>Evaluating</i>			

## Ratings

	1 = Needs Improvement	2 = Beginner	3 = Advanced Beginner	4 = Intermediate	5 = Professional
<i>Therapist/Client Attunement</i>	<input type="checkbox"/>				
<i>Comments</i>					
<i>Reflection Validation</i>	<input type="checkbox"/>				
<i>Comments</i>					
<i>Attention to Implicit/Nonverbal</i>	<input type="checkbox"/>				
<i>Comments</i>					
<i>Reflection of Underlying Meaning</i>	<input type="checkbox"/>				
<i>Comments</i>					
<i>Here and Now Focus</i>	<input type="checkbox"/>				
<i>Comments</i>					
<i>Use of Chosen Intervention(s)</i>	<input type="checkbox"/>				
<i>Comments</i>					

<i>Multicultural Awareness</i>	<input type="checkbox"/>				
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*Comments*

<i>Overall Rating (average the rating numbers above)</i>	_____
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## Evaluation

Additional  
Comments

### Goals

*(as agreed upon by Student  
and Professor)*

## Verification of Review

*By signing this form, you confirm that you have discussed this review in detail with your professor.*

Student Signature		Date	
Evaluating Professor Signature		Date	