# Department of Professional Counseling  
## Course Syllabus  
### Orlando Campus

<table>
<thead>
<tr>
<th>Course</th>
<th>COUN 6100 and 6200  Counseling Learning Practicum</th>
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</table>
| Term, Day, Time, Location | Fall 1 2021  Thursdays  August 17, 2021 – October 16, 2021  
5:30 p.m. – 7:30 p.m. (Class will periodically go over based on student need)  
Orlando Campus |
| Instructor Name | Ms. Carolyn Ellis, MA, LMHC |
| Instructor Email | carolynellis30@webster.edu |
| Instructor Office | Main Campus 407-563-4770 / Cell Phone: 407-212-2691 |
| Instructor On weekdays, please text or call between | 3:30 p.m. and 5:00 p.m. |
| Instructor Office Hours | Orlando Campus (By appointment only) |

### Catalog Description/Content Areas

**COUN 6100 and 6200: Counseling Learning Practicum**

Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which must be direct face-to-face hours, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students are encouraged to withdraw from Practicum 6100 and/or 6200 before week 6 of each term if their field experience sites cannot provide the required clinical hours. Students may need to change sites if they realize they are unable to present the hours. Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skill evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content. Students are required to make copies of all syllabi and documentation regarding their activities and save them as hard copies for licensure purposes. Tevera will assist students in building their virtual portfolio.

Students are required to abide by the ACA *Code of Ethics* (2014) in their Practicum experience. Site supervisors must be licensed mental health professionals with a minimum of two years of post-licensure experience supervising counselors in training. All required appendices from the clinical handbook must be completed, signed and submitted prior to registration in this course. Students are required to have a professional liability insurance (PLI, which is provided to them through their mandated student ACA membership) prior to seeing a client and at all times while in an FE course. Students must obtain their own recording equipment.

Students will be required to read articles and book chapters weekly as well as log into their WORLDCLASSROOM course and post, respond, or reflect on topics related to class. Students are required to submit all evaluation, assessment and hour log forms into Tevera. Case presentations, role plays, and sharing experiences are vital parts of this class.

**Content Areas:** professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.
WebEx Instruction and Telemental Health

Practicum may be taught over WebEx through audio-video synchronous instruction. All students must maintain professionalism, provide distraction-free setting, and maintain privacy and confidentiality of information shared in virtual class. Students must be dressed appropriately and sitting up during the class. Camera must be on throughout the class. When not speaking, students must keep their microphone on mute to minimize all background noise. All client-related information prepared for class must be stored in a HIPAA compliant way.

All Field Experience (FE) documentation, assessment, evaluation and tracking in done via TEVERA.

- All FE students are required to have their Liability Insurance through American Counseling Association (ACA) or American School Counseling Association (ASCA). ACA student membership is required.
- All FE students scheduled to provide virtual counseling services are required to complete telemental health training approved by instructor or clinical coordinator. A certificate of completion must be submitted prior to start of TLMH services. Site supervisors must submit evidence of their own training.
- All FE students must get the approval of their faculty supervisor to provide telemental health services (students may complete TLMH training but not be approved for such services for specific reasons).
- Sites must provide students with appropriate HIPAA compliant platform where session recording function is enabled.
- All FE students approved to provide telemental health services must follow ACA Code of Ethics (2014); online etiquette (attached to the syllabus); HIPAA and state regulations.
- Video-recording of telemental health sessions is required and must be stored in a secure space with a password. When sending the recording to site or faculty supervisor, students must place the link to a HIPAA compliant electronic storage (could be the telemental health platform itself) and the access code or password in two separate emails to minimize risk of breach. Only HIPAA compliant email is permitted.
- Students who cannot physically be at their site to engage in telemental health counseling, must ensure they have been approved to provide such services from home (see the attached checklist for details and instruction).

Students have to complete all required components and be eligible for telemental health services to be approved to provide such services. Site supervisors must ensure availability while students engage in telemental health.

Knowledge and Skill Outcomes

<table>
<thead>
<tr>
<th>COUN 6100 &amp; 6200 Course Standards</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>Upon successful completion of this class students will be able to:</td>
<td>PSE and Typescripts</td>
</tr>
<tr>
<td>Develop and evidence proficiency with basic skills and essential counseling skills including active listening sequence (minimal encouragers, paraphrasing and reflection with feeling); effective questioning, therapeutic silence; appropriate interpretation of CL underlying meaning; identification of CL patterns and/or issues; emotional engagement with CL and elimination of barriers to communication including advice giving, non-therapeutic praising and reassurance, befriending, moralizing, analyzing, and judging (2009 CACREP standard II.G.5.c.; 2016 CACREP Standard 2. F. 5. g.); Follow developmentally relevant counseling treatment or intervention plans &amp; evidence-based counseling strategies and techniques for prevention and intervention (2016 CACREP Standards 2. F. 5. h. &amp; J); Conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and</td>
<td></td>
</tr>
<tr>
<td>Define and demonstrate ethical and legal considerations specifically related to the practice of professional clinical mental health counseling (2009 CACREP standard CMHC A.2.)</td>
<td>Reading Quizzes</td>
</tr>
<tr>
<td>Understands and follows procedures for identifying trauma and abuse and for reporting abuse (2016 CACREP Standard 2. F. 7.d.)</td>
<td>Reading Quizzes</td>
</tr>
<tr>
<td>Describe and demonstrate procedures for assessing crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP standard II.G.5.g.) and abilities to use procedures for assessing and managing suicide risk (2009 CACREP standard CMHC D.9.; 2016 CACREP Standard 2. F. 5.l.); procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (206 CACREP Standard 2. F. 7.c.).</td>
<td>Reading Quizzes</td>
</tr>
<tr>
<td>Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (2009 CACREP standard CMHC D.9.); strategies for personal and professional self-evaluation and implications for practice (2016 CACREP Standard 2. F. 1.k.); counselor characteristics and behaviors that influence helping processes (2016 CACREP Standard 2. F. 5.f.); follows processes for aiding students in developing a personal model of counseling (2016 CACREP Standard 2. F. 5.n.) &amp; record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (2016 CACREP Standard 5.C.2.m.)</td>
<td>PSE</td>
</tr>
<tr>
<td>Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (2009 CACREP standard CMHC H.2)</td>
<td>Typescripts</td>
</tr>
<tr>
<td>Applies current record keeping strategies related to clinical mental health counseling (2009 CACREP standard CMHC D.7)</td>
<td>Progress Note Check</td>
</tr>
<tr>
<td>Understands counseling supervision models, practices and processes (CACREP standard II.G.1.e.); and the role of counseling supervision in the profession (2016 CACREP standard 2. F. 1.m.)</td>
<td>PSE &amp; Typescript</td>
</tr>
<tr>
<td>Follows strategies to promote client understanding of and access to a variety of community-based resources (2016 CACREP Standard 2. F. 5.k.)</td>
<td>Referral List</td>
</tr>
</tbody>
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**Materials**

**Required Text:**

**Recommended:**
Method of Instruction

Learning will be primarily experiential including Live supervision and group supervision of audio or video tapes of client sessions. Discussion regarding readings and practicum site experiences will occur; quizzes related to readings and typescripts are also part of this class. Outside class supervision meetings may occur at the faculty supervisor's discretion.

Grading

Grades in this course are CR, F, NC, W and WF:

- **CR**: Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
- **NC**: Unsatisfactory graduate work; also, per the Professional Counseling Program, grade of NC equals, no credit for lack of completion of course requirements including clinical hours, lack of sufficient progress in counseling and interpersonal skills and openness to supervision.
- **F**: Work that is unsatisfactory; also, per the Professional Counseling program, grade of “F” relates to unethical and/or unsatisfactory work; being released from a field site for any reason may result in an automatic F for course; grade of F may result in dismissal from program especially if associated with ethical violation.
- **W**: Withdrawn from the course.
- **WF**: Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal.

**Subjective aspect of grading**

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework.

Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

If you do not accomplish the requirements of this course (direct hours, skills, openness to supervision, etc.), you may be required to take another skills course including additional practicum(s), or other courses.
Students completing all course requirements will be approved to register for Internship after week eight of the second Practicum term; no registration for Internship will occur before this.

**Grade Breakdown per term (This course is COUN 6100 and COUN 6200)**

<table>
<thead>
<tr>
<th>Assignment for one term of COUN 6100 / COUN 6200</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcription of Session (WorldClassroom) and Individual Session Skill Evaluation Form/Skill Tape Evaluation (STE) from Student &amp; Site Supervisor (Tevera)</td>
<td>15</td>
</tr>
<tr>
<td>Faculty Professional Skill Evaluation (PSE) (Tevera)</td>
<td>10</td>
</tr>
<tr>
<td>Site Supervisor Professional Skill Evaluation (PSE) (Tevera)</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Case Notes (WorldClassroom)</td>
<td>10</td>
</tr>
<tr>
<td>Readings, Quizzes, &amp; Self-Care Strategy (WorldClassroom)</td>
<td>10</td>
</tr>
<tr>
<td>Session with Faculty</td>
<td>10</td>
</tr>
<tr>
<td>Attendance &amp; and Participation (in group supervision, CC presentations, individual supervision)</td>
<td>10</td>
</tr>
<tr>
<td>(2 pts week 1 and 1 pt weeks 2-9)</td>
<td></td>
</tr>
<tr>
<td>Adherence to ACA Code of Ethics, professional conduct &amp; acceptance of feedback</td>
<td>10</td>
</tr>
<tr>
<td>Completion of all required hours and agency service</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total for one Term</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The passing score for this course is 80%. Students may still fail the course if their skills are determined to be insufficient to progress to internship or if the required assignments are not completed.

*additional required sessions do not receive points*

**Note:** It is possible to write well and attend all class sessions but fail the course if you do not evidence strong performance in skills development, regular openness to and application of supervision, and regular participation in class. Also note that you may evidence competent skills but lack of participation, attendance, and reading/quizzes may fail you. Any ethical violations and/or resistance to supervision can serve grounds for failure. See *ACA Ethics Code (2014)*.

**Course Attendance**

One unexcused absence will result in completion of a third typescript; second unexcused absence will result in outside meeting with the faculty and/or chair and potential referral to Remediation Committee; additional unexcused absences may require 3 weeks notice to site followed by termination of field experience of student until reviewed by clinical team for readmission to the following Practicum semester.

**Allow for traffic, for family emergencies, for clients or for your site to need you for a few minutes past your leave time. Get into the habit of being on time now, if you have not already. Punctuality is critical for a mental health counselor. This is an 18-week intensive practicum, thus your presence to each class is critical and required by both CACREP and ACA (see group supervision requirement). Tardiness will not be tolerated. If a student is late by 20+ minutes or leaves class early, it will result in one unexcused absence for this class.**

**Graduate level writing competency**
Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.

**Participation**

**Participation in all group supervision sessions is critical** considering the accelerated format of this program. Any absences will affect your final grade. If an absence cannot be avoided due to an emergency, contact the instructor via phone at 407-212-2691 prior to the class session beginning, preferably 24+ hr. notice. Because this is the primary skills course to your training, two or more absences will result in a final grade of W or NC regardless of practicum hours completed unless accompanied by a medical release signed by a doctor. Being late to class is disrespectful to your peers and unprofessional for a counselor in training.

Participation in class discussions is the primary way an instructor gauges your understanding of course content. **Students are expected to come prepared to dialogue as a professional about the readings to evidence knowledge. This means you have to read and comprehend the readings enough to discuss them with your peers. You will be expected to be able to dialogue about all of these topics at your site.**

**Point of critical understanding:** In a practicum or internship, you are counseling under the professional licenses of the site supervisor and the faculty supervisor. Hence, if a client is hurt on your watch, the supervisors’ licenses are liable. Therefore, it is critical that field experience students are open to and apply the supervision they receive. You are a counselor in training—you must evidence that at all times while participating in the MA in Counseling, including field experience and all other classes. See the Webster Counseling Student Handbook and/or catalog for further detail.

**Being fired or released from a site** will result in a final grade of F or NC (to be determined based on reason for release) and a mandatory meeting with the Counseling Advisory Committee to determine position in and potential dismissal from program. As mentioned above, if you do not accomplish the expected skills in this course or are released from a site and/or receive a final grade of NC or F, you may be required to take another practicum or skills course and/or seek personal counseling prior to being approved for re-enrolling in COUN 6100 or 6200 Practicum or 6500 Internship; and/or be dismissed from the program.

### Activities

1. **PLI:** Students are required to evidence procurement of **professional liability insurance** (PLI provided by their required student ACA membership) by the first day of class and prior to interacting with practicum clients. PLI must be submitted to Tevera along all other documents. Please, see Clinical Handbook for details.

2. **Required Hours:** Students must complete **supervised practicum experience that totals a minimum of 100 clock hours for the combined terms of Practicum** (50 hours total in each term). Students are required to meet with their faculty instructor when issues outside of their control are preventing them from acquiring the necessary hours at site. Each student’s total practicum experience (both terms) includes at least 40 clock hours of **direct service with actual clients, this is actual counseling and not shadowing or office work** (total for both terms of Practicum; 20 direct hours with clients in each term of Practicum) that contributes to the development of counseling skills.
   
   i. **Note:** Students are not allowed to facilitate groups if they have not completed COUN 5600, Techniques of Group Counseling; conduct substance abuse counseling if they have not completed COUN 5630, Substance Abuse; or conduct family counseling if they have not completed Family Systems Theory, COUN 5540.
ii. Record time at the site on Activity Log. Recommendation for time spent on site is between 8 and 12 hours, however, individual site requirements may vary. Check with all requirements with sites before agreeing to terms and conditions of practicum placement. Faculty perform by-annual site visits and other forms of contact with all site supervisors throughout each term to verify students’ skill progression, attendance, cooperation, time at site, etc.

iii. Any time spent at the site prior to practicum starting cannot be clinical and cannot be associated with the department. If students choose to volunteer at their chosen sites outside of practicum, a written notice is required that clarifies the work student does at the site prior to start of practicum is not associated with the counseling program at Webster.

3. Documentation of Clinical Activity: Weekly practicum activity (hours) is recorded on the Weekly Activity Log that is signed by the site supervisor and submitted to the faculty supervisor/instructor via Tevera. See p.34. Students will keep track of their clinical activities and supervision times on a weekly basis using the form in Tevera which automatically tallies up their totals.

4. Site Supervision: Weekly 60 consecutive minutes of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in consultation with the practicum faculty supervisor in accordance with the supervision contract. Meet with your assigned site supervisor for individual supervision once per week for a minimum of 60 consecutive minutes. (Site supervisors will complete at least two of the evaluation forms: Individual Skills Evaluation and PSE).

Students who experience difficulty with their site supervisor, should take the following steps immediately: a) Consult the Practicum faculty supervisor asap; b) discuss the difficulty with the site supervisor immediately; c) and follow up with the faculty supervisor regarding the outcome of the discussion with the site supervisor. The faculty supervisor will guide students if further intervention is necessary.

Being released from a Practicum site will result in a final grade of F or NC for the Practicum course and all hours will be lost. It is imperative that students notify the faculty supervisor of any concerns immediately and that they work closely with the site supervisor to resolve those concerns (see ACA Code of Ethics (2014)).

Evaluation of the student’s counseling performance throughout practicum, including documentation of skills on a formal evaluation at the midterm and end term by the site supervisor; and regular observation of skills and professional growth by the faculty supervisor documented per term via different evaluation forms (See Live Supervision Basic Skills Evaluation Form and PSE attached to syllabus).

For all clients, students under their site supervisor’s supervision are required by ACA Ethical Code (2014) to:

a. Conduct an intake interview including informed consent and statement of confidentiality (may use related documents or format of site) (See Appendix A)
b. Write a case note immediately after every session (per official practice of site)
c. Review case notes immediately prior to each session (per official practice of site)
d. Make and maintain weekly appointments with clients (per site)
e. Make and maintain weekly appointments with site supervisor
f. Be on site 8-12 hours per week based on recommendation of site supervisor, i.e., agency service hours do not include the time spent with clients. This is an accreditation requirement. Students must ensure these requirements are maintained or they may be required to repeat Practicum.
g. Write a treatment summary after the termination of each counseling client (per official practice of site)

5. Group Supervision: A minimum of 1.5 hours of class-time per week of group supervision is provided on a regular schedule throughout the practicum by the practicum faculty supervisor. Group supervision will involve role-plays, open discussion regarding readings and site happenings, as well as discussion on skill development and ethics. Openness to group and supervisor feedback as a recipient is critical. Non-critical feedback to the recipient is necessary;
students are urged to use their developing counseling skills and interpersonal skills when providing feedback to peers. Students will be graded on providing feedback and receiving feedback. Students will take turns in weekly role-plays as therapist and client (See Live Supervision Basic Skills Evaluation Form)

Group supervision is about providing feedback regarding skills to the student counselor; it is not about co-therapy. In other words, group supervision is not about assisting the counselor trainee in determining client outcome but in assisting the counselor trainee in developing competent skills.

6. **Recording of Sessions**: This is a required component of field experience. Rent, borrow, or purchase recording equipment for the required counselor skill presentation recordings (2 or more) of client sessions. **Students must provide the informed consent form to clients for recording — ALL RECORDED SESSIONS MUST INCLUDE AN INFORMED CONSENT SIGNED BY THE CLIENT AND BE AGREED TO BY THE SITE SUPERVISOR.** The Acknowledgment form is the only form that can leave the site. By signing this short form, the site supervisor acknowledges that student has completed all elements of the informed consent procedure. If you have any questions related to this practice, see the professor prior to recording.

**IN ACCORDANCE WITH REQUIREMENTS BY THE CODE OF ETHICS AND HIPAA, all session recordings must be kept in a secure location and are required to be destroyed at the end of the term. If the recording is on your phone, the phone needs to be locked by a security code.**

7. **Individual Supervision Sessions with Faculty Supervisor** Students are required to meet with the Practicum faculty supervisor outside of class for individual supervision at least once per term, and for additional individual supervision if they are not progressing at a rate consistent with the course or are experiencing difficulties on site. Cooperation is necessary. **Extra sessions may be required by the faculty supervisor and are not uncommon. Participation/availability of the student during faculty office hours is required and part of the commitment to the field experience.**

Students are required to come to their supervision session prepared with their session recording, consent form acknowledgment signed by site supervisor, site supervisor’s completed Individual Session Skills Evaluation Form and student’s self-evaluation of that session, as well as the transcript of the recording of that session. You must also provide case notes for that session to the faculty supervisor. **Additional documents may be required by faculty supervisor which will be communicated to the student.** Students will lose 10 points for any missing document. **For virtual class, students will meet with their faculty supervisor via WebEx, following the link with an access code sent by the faculty.**

**The number of required individual supervisions with the faculty supervisor can increase at the faculty supervisor’s discretion based on the student’s skill development.** The faculty, site supervisor and students will utilize or Individual Session Skills Evaluation to evaluate a specific session and/or the PSE for student’s overall development and growth.

**Steps to a successful individual supervision with faculty supervisor**

a. **Record a client session for a minimum of** 40 minutes for each individual supervision session. Every time you bring a recorded session to the group and individual supervision, you must also bring the Informed Consent Acknowledgment form signed by your site supervisor. For Virtual Counseling, please, review HIPAA regulations when using external recording apps that are not part of the approved telemental health platform.

b. **Review the recording with your site supervisor PRIOR** to your appointment with the faculty; have the site supervisor complete the Individual Session Skills Evaluation (attached to this syllabus as Appendix D) and review it with you.

c. **Review the recording on your own** and complete the Individual Session Skill Evaluation yourself.
d. **Bring your self-evaluation** of the session and **your site supervisor’s evaluation** of the session to your individual supervision meeting with the faculty. If this is your third or more session, bring a treatment plan; if this is your termination session, bring your termination summary. Otherwise, bring a case note completed for that session. Your site supervisor must sign the case note where it indicates an acknowledgment for consent. For virtual class, submit these to the appropriate assignment section prior to the meeting.

e. If you are unsure of your ability to share recording electronically request a 5-minute appointment with instructor to practice upload (usually takes 5 mins) to be prepared.

f. **2 Transcripts.** See attached Transcript Guidelines (Appendix A). 20-25 minutes of a recorded session plus an APA title page and the essay sections meeting APA formatting requirements. The transcript is to be **uploaded on WorldClassroom under the assignments** (check with instructor if they require a hard copy during your scheduled individual supervision session). Missing individual supervision without providing prior communication and attempt to reschedule may result in an NC or F in this class. See Appendix A.

8. **Self-Care.** Burnout is a common occurrence among mental health professionals who do not practice some form of self-care. Self-care practices include weekly (or more) occurrences of focused, purposeful mind and body relaxation by the counselor trainee. The practice of relaxation is meant to de-stress from the clinical experience as well as train one’s body to remain calm in stressful situations thereby enabling one to approach a situation, especially in crisis, with calm, balanced and objective manner. It also models appropriate responses for the client. Examples of self-care include but are not limited to breathing exercises, meditation, prayer, fictional reading, visualization, yoga, etc. Note that exercise, while increasing endorphins in the body, should be in addition to a relaxation practice and not in place of. Note that watching TV and or playing with kids, while enjoyable, is not considered a self-care strategy. At the beginning of the term, students a) **will choose 3 self-care activities, write up a plan for self-care for the semester and post on WorldClassroom during the first week of class**, and b) **will write a paragraph statement regarding what they learned about themselves from practicing the technique in addition to how it worked and what they would change about it at the end of each term.**

9. **Class Readings:** Chapters are to be read by class date and students should demonstrate obvious familiarity with content through weekly participation in discussion of readings. If you are not participating in the class discussions you are placing unfair burden on your peers. Every comment is valid. Everyone’s input is important.

10. **Readings Quizzes.** Quizzes will be given some weeks in relation to the readings. Be prepared. Some quiz formats will be vignettes, some will be factual inquiries from readings, all will be book and lecture based.

**Webster Counseling Program Student Handbook and Clinical Handbook**

Students are responsible for learning the policies and procedures associated with the professional counseling degree program as delineated in the *Webster Counseling Program Student Handbook and Clinical as well as School Handbooks*. See *Academic Resources* on the website.

**Instructional Modification:** Academic Accommodations

ADA law does not provide for absence, restriction, or elimination of any course requirement. **All course requirements must be met.**

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate
**Policy Statements: University Policies**

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for graduate students can be found in the Graduate Studies Catalog.

**Graduate Studies Catalog**

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at: [http://www.webster.edu/catalog/current/graduate-catalog/](http://www.webster.edu/catalog/current/graduate-catalog/)

**Grading**

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class. [http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades](http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades)

**Incomplete**

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

*Note that Incompletes are not permitted in Field Experience courses due to ethical regulations.*

**Grade Appeals**

Instructors are responsible for assigning grades, and students should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

**Academic Honesty**

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work. The University’s Academic Honesty Policy is published in academic catalogs: [http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html](http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms: [http://www.webster.edu/arc/plagiarism_prevention/](http://www.webster.edu/arc/plagiarism_prevention/)

**Statement of Ethics**

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Graduate and Studies Catalog: http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

**Academic Accommodations**

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

**Academic Resource Center**

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

**University Library**

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.

**Drops and Withdrawals**

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at: http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html

Academic Calendar - http://www.webster.edu/academics/academic-calendar/ Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs: http://www.webster.edu/catalog/current/graduate-catalog/tuition.html

**Student Handbook and Other Important Policies**

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at: http://www.webster.edu/student-handbook/

**Sexual Assault, Harassment, and Other Sexual Offenses**

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support
Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit: http://www.webster.edu/irb/index.html

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Department Policies

Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability status, and religious affiliations. Students are urged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

Classroom is a mutual learning environment therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. It is important to be respectful of one another’s positions. Interaction with and relating to others in an empathic manner occurs in class just as it does in session with clients. Students are encouraged to share their feelings and thoughts in a “counselor manner”, i.e., respecting the position of others while giving voice to own thoughts and using counselor attending skills. This is an opportunity for students to practice and evidence their basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with classmates is as important as doing so with clients. Therefore, students will be practicing some of the same skills in class that they use in counseling sessions with clients.

ACA Code of Ethics (2014)

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).

Late Submission

All assignments are to be turned in at the beginning of class on the day they are due. Late assignments will be penalized 20% of total project points for each 24 hr. period overdue. Some requirements are to be in hard copy and some in electronic format—check with faculty.

Use of Personal Electronic Devices

Students should turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. In case of a potential emergency brewing during class-time and a need to be available by cell (sick child, dying relative, suicidal client) students are required to notify instructor at the
beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time. Faculty will mark down student’s participation and attendance points if students use their phones or other electronic devices in class. All computers must be shut unless there is documentation provided by ADA. During virtual class, students must ensure complete engagement and stay away from any distractions. Instructors who see students distracted will call out on them and require a separate meeting if behavior does not change.

**Graduate level writing competency**

Writing competency is important in graduate school. As a graduate students and counselors in training, students have a responsibility to the profession and those they will be representing/serving to write professionally. Students are expected to take this task seriously and consult the Academic Resource Center or enroll in a writing course if they have received feedback that additional improvement of writing assignments is needed. The grade penalty will be heavy for grammatical, spelling, and APA formatting errors in all assignments. Please, consult the rubric in the syllabus for specific grading impact.

**Academic Integrity**

All work in this class should be original to the student and to this class. Students are expected to explore, analyze, and discuss the ideas of others while giving them proper credit through citations and references on any written work.

**Recycling papers from other coursework is not acceptable and will be treated as plagiarism. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** According to the *Publication Manual of the American Psychological Association* (2016), plagiarism involves presenting the work of another as if it were one’s own work. It is crucial to give appropriate credit to others for their work. See the *Manual* for more details.

**Plagiarism** will not be excused by ignorance on the student’s part.

**Title IX**

Title IX makes it clear that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Students are urged to contact Samantha Sipple at the counseling center if they have experienced sex-based discrimination, harassment or abuse: (800) 981-9804 or (314) 968-7030; or the 24-hour emergency line: (314) 422-4651

<table>
<thead>
<tr>
<th>Weekly Schedule</th>
<th>Course Calendar and Required Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tentative Schedule</strong></td>
<td>Below is a tentative schedule of main topics to be used in preparing for classes. Deviations from the schedule may occur as class discussions will primarily correlate to counseling and supervision sessions. <strong>Students are responsible for understanding the material and discussing the material in relation to their practicum experience</strong> on the date on which the reading is listed below. Lecture over the content of the readings will not occur. Students are expected to have read all assigned readings and be able to discuss and or present on topics and possibly complete a pop quiz for a particular reading. <strong>Take notes during discussion time as these are critical topics, and they will show up in your practice. Study the notes not to blank when the situation arises in session.</strong> Note: readings are heavy in the initial portion of the term in order to prepare you for your client interactions and lighter toward the end of the term.</td>
</tr>
</tbody>
</table>

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

**COUN 6100 -- FALL 1**

**CLASS MEETINGS AND ASSIGNMENTS**

**Tentative Schedule**

**Week 1**
**READING: “Preparing for Practicum” (Readings are posted on WorldClassroom)**

- **Ethical guidelines:** You must read the [ACA Code of Ethics, 2014](https://www.counseling.org/resources/aca-code-of-ethics.pdf) by the second class and be able to discuss it in class. (Here is the website to download the pdf: [https://www.counseling.org/resources/aca-code-of-ethics.pdf](https://www.counseling.org/resources/aca-code-of-ethics.pdf))
- NBCC Code of Ethics, see website: [http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf](http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf)
- Florida State Statutes - F.S. 491.005(4)(b)
- Article - Cristiani & George, *Characteristics of a helping relationship*
- Article - Nelson, *Levels of Facilitative Response*
- Article - Lamport-Commons et al, *Informed consent: Do you know it when you see it?*
- Article – ACA’s Appendix G-Ethical Guidelines

**Information to be discussed in weekly site supervision:**

- Begin meeting with supervisors this week
- Informed Consent and Confidentiality Form (See Syllabus Appendix) and in Tevera complete the Site Supervisor’s Acknowledgement Form
- Review site’s protocol for informed consent w/site supervisor
- Provide copy of syllabus to your site supervisor
- Prepare Weekly Time Logs (Tevera)

**In Group Supervision:**

**Sign up for Live Supervision of Typescript dates and have the following.**

- Typescript #1 (WorldClassroom)
- Video/audiotape of the session
- Client Informed Consent / Site Supervisor’s Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) site supervisor (Tevera)

- **Due to instructor:** Admission Packet signed by the counseling coordinator, including Student Handbook-Appendices B, C, D, Site Supervisor’s License, & your Proof of Liability Insurance
- **Due to instructor:** Site supervisor contact information
- Course Introduction and Syllabus Overview
- Sign up for Live supervision sessions and outside instructor session
- *Brief Discussion: Trusting the process and “writing the pattern”*

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### Week 2

**READING:** Hodges – Ch. 10 Protecting Yourself

**Information to be discussed in weekly site supervision:**

- Ask agency’s protocol and supervisors thoughts on protecting yourself from violent clients or violent ‘affiliates’ of clients (ex: DV partners)
- Discuss with the site supervisor about obtaining permission from a client for the typescript and use of one clinical session progress note with the client’s name blocked out.

**In Group Supervision:**

- *Brief Discussion: Managing difficult clients*
• Check in & live supervision
• Due: Weekly Time Log (Tevera)
• Due: Self-Care checklist and plan for this term (WorldClassroom)
• Due: Identify a Personal Theory

Week 3
READING: Hodges – Ch. 9 Crisis Intervention
  • Article - No Harm Contracts - bookmark suicide.org website: http://www.suicide.org/no-suicide-contracts.html
Due: Reading Quiz. - Cristiani & George, Nelson, and Ethical Code

Information to be discussed in weekly site supervision:
  • Review site’s protocol for assessment of suicidal and homicidal ideation, assessment of substance abuse, and mandatory reporting; and documentation of each. Ask their thoughts on no harm contracts.

In Group Supervision:
  • Brief discussion on documentation
  • Check in & live supervision
  • Due: Weekly Time Log (Tevera)

Week 4
*** NO CLASS ON MON., SEPT. 7th – LABOR DAY ***
READING: Hodges - Ch. 3 Ethical/Legal Issues
  Due: Reading Quiz. – Hodges – Ch. 9 Crisis Intervention

Information to be discussed with weekly site supervisor:
  • Review your site’s policies and discuss any recent ethical dilemmas or legal issues
    • Review of Typescript 1 with site supervisor
  ** Begin to review the Typescript with a site supervisor and complete a self-assessment using the Skills Tape Evaluation (STE).
  ** Typescript 1 should be reviewed with your site supervisor before presenting in class - prepare now.

In Group Supervision:
  • Brief Discussion: Ethics in field experience
  • Check in & live supervision
  • Due: Weekly Time Log (Tevera)

Week 5
READING: Hodges - Ch. 5 Documentation and Records

Information to be discussed with weekly site supervisor:
  • Review your site's protocol for assessment of Substance Abuse
  • Discuss documentation practices at your site with supervisor.
  • Obtain permission from a client for the typescript and use of one clinical session progress note with the client's name blocked out.
    • Review of Typescript 1 with site supervisor
  ** Begin to review the Typescript with a site supervisor and complete a self-assessment using the Skills Tape Evaluation (STE).
  ** Typescript 1 should be reviewed with your site supervisor before presenting in class - prepare now.

In Group Supervision:
• Brief discussion on substance abuse protocol
• Check in & live supervision
• Due: Weekly Time Log (Tevera)

**Week 6**

**READING:** Hodges – Ch. 7 Multicultural Issues

**Information to be discussed in weekly site supervision:**
- Ask their thoughts on managing sexual minorities and broaching multiculturalism in counseling.
- Provide site supervisor with a blank/incomplete copy of the Professional Skills Evaluation form to complete, sign, and review with you. The PSE is to be completed in Tevera by the site supervisor.

**In Group Supervision:**
- Due: Clinical Session Case Notes with client names blocked out (WorldClassroom)
- Brief discussion on multicultural issues with clients
- Brief discussion on multicultural issues with clients
- Check in & live supervision
- Due: Weekly Time Log (Tevera)

**Reminder**
- Typescript #1 on assigned date (WorldClassroom)
- Video/audiotape of the session
- Clinical Session Progress Note (WorldClassroom)
- Client Informed Consent / Site Supervisor's Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) site supervisor (Tevera)

*Note: If this is your third or more session with a client please bring a treatment plan.
If this is your last or termination session with a client bring your termination summary.*

**Week 7**

**READING:** Hodges - Ch. 8 Managing Stress & Self-Care

**Information to be discussed in weekly site supervision:**
Communicate with your site supervisor about break between terms. If you are staying at the same site for Practicum, **do not see clients** (no direct hours) during the break unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of ________ and __________.”

**Reminder**

- Typescript #1 on assigned date (WorldClassroom)
- Video/audiotape of the session
- Clinical Session Progress Note (WorldClassroom)
- Client Informed Consent / Site Supervisor’s Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) site supervisor (Tevera)

*Due to liability concerns, students are not permitted to complete more than 10 direct hours during the break/interim regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the direct hours required. Students are not competent to complete more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors’ licenses at risk.**

**In Group Supervision:**
- Due on assigned date: Typescript 1, video/audiotape, clinical session progress note, signed client informed consent & confidentiality, site supervisor's signed
acknowledgement (Tevera), self-assessment on STE (Tevera), and site supervisor's STE (Tevera). If this is your third or more session, bring a treatment plan; if this is your termination session, bring your termination summary.

- Check in & live supervision
- **Due: Weekly Time Log (Tevera)**

**Reminder: Professional Skills Evaluation (PSE) Student/Site Supervisor (Tevera)**

**Week 8**

**READING:** Hodges - Ch. 11 Keys to Termination

**Information to be discussed in weekly site supervision:**

- Sites practices on termination of clients
- Last week you should have communicated with your site supervisor about break. If you are staying at the same site for Practicum, **do not see clients** (no direct hours) during the break unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of ________ and __________.”

  ***This note is due today.***

* Due to liability concerns, students are not permitted to complete more than 10 direct hours during the interim break regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the direct hours required. Students are not competent to complete more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors' licenses at risk.

**In Group Supervision:** Everything is due before class next week

- **Due: Professional Skills Evaluation (PSE) - Site Supervisor (Tevera)**
- **Due: Transcription with STE from Student & Site (WorldClassroom/Tevera)**
- **Due: Clinical Case Note (WorldClassroom)**
- **Due: Self-Care Strategy Final Paragraph (WorldClassroom)**
- **Due: All Weekly Time Logs (Tevera)**
- **Closure**

**Week 9**

**READING:** None

- **Due: Final Weekly Time Logs (Tevera)**

**Individual Supervision and Review of Documents.** Individual student-faculty meeting to review of course outcomes.

DESTROY ALL TAPES FROM COURSE PROJECTS. FAILURE TO DO SO RESULTS IN BREACH OF PROFESSIONAL ETHICAL CODE (ACA 2014) and CONSEQUENCES BY THE COUNSELING ADVISORY COMMITTEE.

LOOKING FORWARD !!

THERE IS **NO BREAK** BETWEEN FALL 1 AND FALL 2 CLASSES

**FALL 2 2021** CLASSES: OCTOBER 19 – DECEMBER 18

***NO CLASS MEETING ON NOVEMBER 26 - THANKSGIVING***

LOOKING FORWARD !!

***NO CLASS MEETINGS ON WINTER BREAK: DEC. 21, 2021 – JAN. 1, 2021***
SPRING 2021 CLASSES: JANUARY 4, 2021 – MARCH 5, 2021
*** NO CLASS ON MON., JAN. 18 – MARTIN LUTHER KING, JR. DAY ***
*** SPRING BREAK -- NO CLASSES -- MARCH 8 – MARCH 12

COUN 6200 -- FALL 2
CLASS MEETINGS AND ASSIGNMENTS
Tentative Schedule

Week 1:
Information to be discussed in weekly site supervision:
- Provide copy of syllabus to your site supervisor
- Due: Weekly Time Log (Tevera)

In Group Supervision:
Sign up for Live Supervision of Typescript dates and have the following for each:
- Typescript #2 (WorldClassroom)
- Video/audiotape of the session
- Clinical Session Progress Note (WorldClassroom)
- Client Informed Consent / Site Supervisor’s Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) site supervisor (Tevera)
Note: If this is your third or more session with a client please bring a treatment plan.
If this is your last or termination session with a client bring your termination summary.
- If your site has changed: Due to instructor: Admission Packet signed by the counseling coordinator, including Student Handbook Appendices B, C, D, Site Supervisor’s License, & your Proof of Liability Insurance, site supervisor contact information
  - Course Introduction and Syllabus Overview
  - Sign up for supervision sessions and outside instructor session

Week 2
Information to be discussed in weekly site supervision:
- Discuss types of abuse and the requirement for reporting abuse, how to report, and role-play reporting a suspected abuse to DCF/Law Enforcement
- Discuss with the site supervisor about obtaining permission from a client for the typescript and use of one clinical session progress note with the client’s name blocked out.

In Group Supervision:
- Check in & live supervision
- Due: Weekly Time Log (Tevera)
- Due: Self-Care checklist and plan for this term (WorldClassroom)
- Due: Identify a Personal Theory

Week 3
Information to be discussed in weekly site supervision:
- Discuss eating disorder and the treatment of them
- Obtain permission from a client for the Transcription.
Begin to review the Typescript #2 with a site supervisor. It should be reviewed with your site supervisor before presenting in class on the assigned date- prepare now.
Remember to include Typescript #2 (WorldClassroom)
Video/audiotape of the session
Clinical Session Progress Note (WorldClassroom)
Client Informed Consent / Site Supervisor's Acknowledgement Form (Tevera)
Skills Tape Evaluation (STE) Student (Tevera)
Skills Tape Evaluation (STE) site supervisor (Tevera)

Note: If this is your third or more session with a client please bring a treatment plan. If this is your last or termination session with a client bring your termination summary.

In Group Supervision:
- Check in & live supervision
- Due: Weekly Time Log (Tevera)

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**Week 4**

Information to be discussed in weekly site supervision:
- Supervisors choice

In Group Supervision:
- Check in & live supervision
- Due: Weekly Time Log (Tevera)

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**Week 5**

Information to be discussed in weekly site supervision:
- Supervisors choice

In Group Supervision:
- Check in & live supervision
- Due: Weekly Time Log (Tevera)

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**Week 6**  *** NO CLASS MEETING ON NOVEMBER 26 - THANKSGIVING ***

Information to be discussed in weekly site supervision:
- Discuss suicide assessments and reporting requirements

In Group Supervision:
** Reminder:
- Typescript #2 (WorldClassroom)
- Video/audiotape of the session
- Clinical Session Progress Note (WorldClassroom)
- Site Supervisor’s Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) Site Supervisor (Tevera)

Note: If this is your third or more session with a client please bring a treatment plan. If this is your last or termination session with a client bring your termination summary.
- Due: Weekly Time Log (Tevera)

---

**Week 7**

Information to be discussed in weekly site supervision:
• Communicate with your site supervisor about transitioning to internship. If you are staying at the same site for Internship, **do not see clients** (no direct hours) during the break unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of _______ and __________.”

*** This note is due before the end of next week’s class.

*Due to liability concerns, students are not permitted to complete more than 10 direct hours during the break/interim regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the direct hours required. Students are not competent to complete more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors’ licenses at risk.

**In Group Supervision:**
- Check in & live supervision
- Due: Weekly Time Log (Tevera)

** Reminder: Turn in the Professional Skills Evaluation (PSE) Student/Site Supervisor (Tevera)**

**Week 8**
NO READINGS Due unless otherwise noted

**Information to be discussed in weekly site supervision:**
- Communicate with your site supervisor about transitioning to internship. If you are staying at the same site for internship, **do not see clients** (no direct hours) during the break between Practicum and Internship unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of _______ and __________.”

** This note is due before the end of class.

*Due to liability concerns, students are not permitted to complete more than 10 direct hours during the interim for transfer into internship regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors’ licenses at risk.

**In Group Supervision:**
- Due: Professional Skills Evaluation (PSE) – Student/Site Supervisor (Tevera)
- Due: Transcription with STE from Student/Site (WorldClassroom/Tevera)
- Due: Clinical Case Note (WorldClassroom)
- Due: Self-Care Strategy Final Paragraph (WorldClassroom)
- Due: All Weekly Time Logs (Tevera)
- Closure

**Class 9**
- _READING: None_

**Individual Supervision and Review of Documents.** Individual student-faculty meeting to review of course outcomes.
- Due: Final Weekly Time Logs (Tevera)
<table>
<thead>
<tr>
<th><strong>DESTROY ALL TAPES FROM COURSE PROJECTS. FAILURE TO DO SO RESULTS IN BREACH OF PROFESSIONAL ETHICAL CODE (ACA 2014) and CONSEQUENCES BY THE COUNSELING ADVISORY COMMITTEE.</strong></th>
</tr>
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</table>
| **LOOKING FORWARD !!**  
*** NO CLASS MEETINGS ON WINTER BREAK: DEC. 21, 2021 – JAN. 1, 2021 ***  
**SPRING 1 2021 CLASSES: JANUARY 4, 2021 – MARCH 5, 2021**  
*** NO CLASS ON MON., JAN. 18 – MARTIN LUTHER KING, JR. DAY ***  
*** SPRING BREAK -- NO CLASSES -- MARCH 8 – MARCH 12 *** |
Follow these subheadings precisely. Proofread your paper for grammar and spelling before handing in. Thirty minutes of taped transcript equals approx. 15 pages of typescript plus a cover page. Double spaced. Review your work and follow guidelines exactly.

1. **Title page**  (Running head, title, name, university) **Per APA Style** (use your manual)

2. **Section I: General Introduction** (1/2 page) including:
   1. Brief background on client including personal constructs (religion if stated, race and/or ethnicity, age, sexual orientation if stated in first session, marital status, etc.); current support system and history of family system. This should equal approx. one paragraph.
   2. History of counseling to date, including previous diagnoses, current session number, and what has happened up until now; treatment plan thus far. This should equal approx. one paragraph.

3. **Section II:** 1st paragraph is introduction: brief (no more than 3 sentences) account of CL and CT interaction to this point.

4. **Section III:** A verbatim transcript of what was said followed by your evaluation of your comment, thoughts, evaluation - if you disliked your response and believe you should have said something different, type “My response was not appropriate because _____________. A better response would have been __________.” (Your thoughts, what was going on in your head during that interaction.)

See example of the transcript format on next page. Use the exact format given – only Word documents will be accepted.

4. **Section IV: Session Analysis:** Label the overall strengths and weaknesses of your approach specific to this session (what worked and what did not) and your plan for improvement with this client.

7. **Section V: Overall Counselor Development:** Label your current strengths and challenges as a counselor specific to this client and then name those things you are working on in general.
The transcript form is uploaded under Files on WorldClassroom. Type on that form to follow the exact format.

Review your work and follow all guidelines. Typescripts that do not follow these guidelines will lose all points. No resubmission allowed for any assignment.

**Turn in the tape, consent form disclosure form signed by site supervisor, clinical session progress note, site supervisor and self-evaluation of this session with the transcript. Tape will be reviewed with the transcript.**
Practicum term and year _________________________ Date ________________________
Typescript # _______ Student Name _____________________________________________
Session Duration __________ minutes

<table>
<thead>
<tr>
<th>Counselor Trainee (CT) (Word-by-word transcription of recording)</th>
<th>Client (CL) (Word-by-word transcription of recording)</th>
<th>CT thoughts, feelings, ideas, and insights unsaid (Write was going on in your mind with each part of session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT: Hi, I am Jane Lowe, your counselor in training.</td>
<td>CL: Hi, I am Julie (Always change the name of the client or use an initial).</td>
<td>I was trying to open up the conversation in a calm, simple way, so not to intimidate the client.</td>
</tr>
<tr>
<td>CT: Hey, Julie, how are you doing? Did you find the office easily? I know the parking can be a real trouble.</td>
<td>CL: I had to drive around a bit to find a spot, but it was ok.</td>
<td>As she said that, I realized my meter must have been expired and I forgot about it.</td>
</tr>
<tr>
<td>CT: Julie, before we start our session, I need to go over the consent form, which defines our therapeutic relationship, confidentiality, limits to confidentiality, and several other crucial concepts. (goes over the consent form, has the client sign the form and gives the client a copy.)</td>
<td>CL: Sure.</td>
<td></td>
</tr>
<tr>
<td>So, you were referred to us by Family Agency. Can you tell me a little bit about what brings you in today?</td>
<td>CL: Yeah, they thought it would be good for me and my husband to see separate therapists for some individual stuff. So, we are there for some couple’s counseling and are actually standing on the verge of divorce. But I don’t know how to talk about some of the things that happened in our marriage, you know, like stuff that will make him really angry if I were to talk about, so the therapist thought I should see my own therapist simultaneously to have additional support.</td>
<td>Here I was thinking, it’s either domestic violence or a third person involved in their marriage and was starting to feel nervous because I wasn’t sure if I had enough training to tackle something that big right away.</td>
</tr>
</tbody>
</table>

The skill I used

________________________________________

________________________________________
COUN 6100 & COUN 6200 Practicum
Transcript Evaluation Rubric

This form will be used by the instructor to grade each transcript.

This rubric is based on the outline and required content for this assignment (see syllabus). Transcript must follow these subheadings precisely. Students are required to proofread papers for grammar and spelling before submission. 25 minutes of a recorded session equals to approx. 13 pages of a verbatim transcript plus an APA cover page.

<table>
<thead>
<tr>
<th>Name of Section</th>
<th>Does not Meet Criteria at Program Level</th>
<th>Meets Criteria inconsistently at Program Level, Improvement is Needed</th>
<th>Meets Criteria Consistently</th>
<th>Exceeds Criteria at Program Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page: APA Style and Format, Grammar and Structure</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Section I: General Introduction</td>
<td></td>
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<tr>
<td>1. Brief background on client including personal constructs (religion if stated, race and or ethnicity, age, sexual orientation if stated in first session, marital status, etc.); current support system and history of family system. This should equal approx. one paragraph.</td>
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<tr>
<td>2. History of counseling, current diagnosis, session number in this tape. This should equal approx. one paragraph.</td>
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<tr>
<td>Section II: Background: brief statements re: what brought them to counseling, what you have worked on so far, goals for treatment, coping skills of client (what do they do when things go wrong, e.g., withdraw and avoid, use, strike out, etc.)</td>
<td></td>
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<tr>
<td>Section III: Transcript: A verbatim transcript of the session for about 20-25 minutes: what was said by Counselor Trainee and Client followed by CT’s self-evaluation of used skills, comments, thoughts, identification of the skills utilized.</td>
<td></td>
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<tr>
<td>Section IV: Session Analysis: Label the overall strengths and weaknesses of approaches of CT specific to this session (what worked and what did not) and CT’s plan for improvement with this client.</td>
<td></td>
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<tr>
<td>Section V: Overall Counselor Development: Label current strengths and challenges CT is working on in general.</td>
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</table>

TOTAL SCORE

Additional Comments:

__________________________________________________________________________________________________
__________________________________________________________________________________________________

Name and Signature: ___________________________________________ Date: ____________________________

Circle: Faculty / Site Supervisor
Client Informed Consent and Statement of Confidentiality  
(To be copied and provided to each client with original placed in client file)

Informed Consent I, _________________________________________, (client or parent/legal guardian) understand that (name of counselor in training) ________________________________________, a counseling student at Webster University is a counselor in training (herein referred to as Student Counselor). This Student Counselor is working under the direct supervision of _____________________________________, a faculty member for Webster University and ______________________________________, a licensed supervisor for ___________________________________________________ (name of site). By signing at the bottom of the page, I agree to the following.

It has been explained to me that counseling services and psychotherapy have benefits and risks. Research has evidenced that receiving counseling services in times of emotional distress is more beneficial than receiving no counseling at all. Yet, there are no guarantees regarding treatment outcomes.

I understand that video or audio taping or Live supervision may be used in counseling sessions. These tapes may be shared with other counseling students for purposes of training only. Tapes pertaining to counseling sessions will be maintained in a secured location and will be destroyed by the end of the practicum term or these counseling sessions.

I understand that I have the right to ask about any aspect of counseling or to terminate counseling sessions at any time. I understand that I have the right to an explanation of any test/questionnaire I may be given, to decline participation in any such test or questionnaire, and to a summary, either verbal or written, of any test results/conclusions.

I understand that if I find myself in an emergency emotional situation (I feel like hurting myself or another), I agree to contact _____________________________________ (phone number of the nearest hospital emergency room) before I take any other action and ask for the mental health professional on call. I may contact my counselor in training or the named supervisor above after I contact the emergency room.

Statement of Confidentiality

I understand that there are specific situations in which my confidentiality may be broken and in which the Student Counselor and/or supervisor is legally obligated to take actions that may be necessary to protect me or others from harm. If such a situation arises, it will be discussed with me before any action takes place.

I understand that the reasons for which my confidentiality may be broken include the following:
   1. If it is suspected that a child or a vulnerable adult is being neglected and/or abused,
   2. If it is suspected that I, the client, present a clear and substantial danger to myself or other(s).
   3. If there is a court order regarding the contents of my case.

Resulting actions may include contacting family members, seeking hospitalization, notifying potential targets, and notifying the police.

I understand that these counseling sessions may be terminated by me at any time and that the Student Counselor may, with advanced notice, refer me to another counselor. I also understand that the Student Counselor will end his/her relationship with this site at a set time and that I have been notified that sessions may not occur with this Student Counselor beyond ________________ (date of end of field experience).

I understand that this summary is designed to provide an overview of confidentiality and the limits of professional counseling. I understand that this form is required to be signed by me before professional counseling services can be provided.
I have read and understand the above and have had the opportunity to ask questions regarding the counseling process before revealing personal information about myself.

____________________________________________________________________________________
Client/parent/legal guardian Signature             Printed Name                               Date

____________________________________________________________________________________
Student Counselor Signature                 Printed Name                       Date

____________________________________________________________________________________
Licensed Supervisor Signature    Printed Name    Date
Appendix C

Webster University
Department of Professional Counseling

Practicum and Internship:
Site Supervisor Acknowledgement of Client’s Informed Consent
for Counseling by Student in Training

Signature of the site supervisor on this consent form documents that a written informed consent that delineates terms of confidentiality, intern as trainee, and recording of session(s) to be shared with supervisors and for training purposes was signed by said client, intern, and site supervisor prior to the client being counseled by the intern and prior to any session recording.

Student Name: ________________________________________________

Site Supervisor (printed) Name: __________________________________

Site Supervisor (signature): _______________________________________

Date ___________________________________________________________
Appendix D
Department of Professional Counseling

Individual Session - Skill Tape Evaluation (STE) Form

To be used when evaluating the sessions associated with the Typescripts and the Faculty supervision session. To be completed by Site and faculty Supervisors and the Student. Student to provide copies of self and site supervisor evaluations to faculty at time of turn in.

Practicum Student: ____________________________ Completed by: ______________________

# of Sessions with this CL: _______  # of Weeks in Supervision: _______  Current Date: ________________

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>N/D</th>
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</thead>
<tbody>
<tr>
<td>Skill Not Demonstrated in this session (also can be not necessary)</td>
<td>Emerging 1: Attempted to demonstrate skill but lacked consistency and/or intentionality</td>
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<tr>
<td>Emerging 2: Demonstrated skill some of the time with consistency and/or intentionality</td>
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<tr>
<td>Proficient: Demonstrated skill in appropriate areas with intentionality most of the time</td>
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<tr>
<td>Mastery: Consistently demonstrated appropriate skill with intentionality resulting in therapeutic movement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILL</th>
<th>N/D</th>
<th>Emerging1</th>
<th>Emerging2</th>
<th>Proficient</th>
<th>Mastery</th>
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</thead>
<tbody>
<tr>
<td>Opening Session/Informed Consent</td>
<td></td>
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<tr>
<td>Initial Assessment of CL/Opening Questions</td>
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<tr>
<td>Discussed Confidentiality (supervision, taping, storing of recordings)</td>
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<tr>
<td>Provided Informed Consent (nature of counseling, supervision, CT approach and status, anticipated process, etc.)</td>
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<tr>
<td>Building Therapeutic Alliance &amp; Exploration Phase (sessions 1-3/4)</td>
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<tr>
<td>Attending &amp; Listening</td>
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<tr>
<td>Minimal Encouragers</td>
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<tr>
<td>Paraphrasing</td>
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<tr>
<td>Reflection of Feelings</td>
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<td>Use of Open-Ended questions</td>
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<tr>
<td>Explores Support Systems</td>
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<tr>
<td>End Session Summarization</td>
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<tr>
<td>Therapeutic Silence</td>
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<tr>
<td>Appropriately Interprets CL Meaning</td>
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<tr>
<td>Use of Self-Disclosure when Appropriate</td>
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<tr>
<td>CT/CL Co-identify Specific Issue</td>
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<tr>
<td>Confront Incongruities &amp; Inconsistencies</td>
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<tr>
<td>Emotional Engagement w/CL</td>
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<td>Multicultural Integration</td>
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<tr>
<td>Mid-treatment Skills (sessions 3/4 - 6/7)</td>
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<tr>
<td>Label CL Values</td>
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<tr>
<td>Interpretation of CL underlying meaning</td>
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<tr>
<td>Self-Disclosure</td>
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<tr>
<td>Immediacy/Use of here and now</td>
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<tr>
<td>Development and presenting of Hypotheses</td>
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<tr>
<td>Integration of Theory (tools)</td>
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<tr>
<td>CT/CL Co-identified Specific Issue</td>
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<td>Explore Action on Issue</td>
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<td>Assess Previous Change Attempts</td>
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<td>Co Create Commitment to Change</td>
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<td>Brainstorm Options</td>
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<tr>
<td>Choose Action Options</td>
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<tr>
<td>Check on Progress and Modify Treatment and/or Assignments</td>
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<tr>
<td>SKILL</td>
<td>N/D</td>
<td>Emerging1</td>
<td>Emerging2</td>
<td>Proficient</td>
<td>Mastery</td>
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<td><strong>Termination Skills (sessions 6/7-9)</strong></td>
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<tr>
<td>Co-Create Tasks to Transition Change to Life outside of counseling</td>
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<tr>
<td>Check on Progress and Modify Treatment and/or Assignments</td>
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<tr>
<td>Allow CL opportunity to evaluate session</td>
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<tr>
<td>Closing Session</td>
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Always complete these 3 below - - Check ND if the Practicum Student does not engage in any of these.

**Professionalism**
- Appropriate writing/completion of case notes
- Professional Attitude, Conduct, and Attire
- Scheduling of/Timeliness w/CLs
- Provides CLs researched referral source

**Barriers to Communication**
- Giving advice
- Offering solutions
- Moralizing/Preaching
- Analyzing/diagnosing
- Judging
- Praising or non-therapeutic agreeing
- Non-therapeutic Reassurance

**Openness to Supervision**
- Understands impact on others
- Understands impact on client
- Applies constructive criticism
- Receives constructive criticism non-defensively

Strengths (Skills to Continue):

Areas Needing Improvement:

Theory used in this session:______________________________________________

Site / Faculty  Supervisor Signature ________________________________    Date ___________________________

Student name and Signature ________________________________    Date ___________________________
# Professional Skills Evaluation Form

**Student:** ___________________________________________  COUN 6100 / COUN 6200  **Term:** ___________________

Circle One:   Faculty   /   Site Supervisor   /   Self-Evaluation

(Circle Course)

**Rating Scale:**
- N – No opportunity to observe
- 0 – Does not meet criteria for program level
- 1 – Meets criteria minimally or inconsistently for program level
- 2 – Meets criteria consistently at this program level
- 3 – Exceeds criteria for program level competency

**This form is to be used in the following courses:**
- COUN 5020 Foundations of Counseling
- COUN 5100 Social and Cultural Foundations of Counseling
- COUN 5600 Techniques of Group Counseling
- COUN 5610 Techniques of Counseling
- COUN 6000/6100/6200 Practicum; and
- COUN 6500 Internship

Please rate **ONLY** those behaviors and skills that you have observed.

## I. Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates cognitive and sensory capacities to effectively and professionally interact with fellow students, faculty, supervisor, and staff</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2.</td>
<td>Demonstrates interpersonal skills* necessary to effectively and professionally interact with fellow students, faculty, supervisor, and staff</td>
<td>☐</td>
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<tr>
<td>3.</td>
<td>Demonstrates interpersonal skills* necessary to enhance interactions with fellow students, faculty, supervisor, and staff (*Interpersonal skills include but are not limited to positive regard for others, mood and affect regulation, openness, genuineness, empathy, and appropriate verbal and non-verbal communication skills)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>4.</td>
<td>Overall Assessment of Student’s skills related to Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed)</td>
<td>☐</td>
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**Comments:**

## II. Learning Attitudes and Behaviors

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Participates every week in class discussions and activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2.</td>
<td>Demonstrates professionalism in discussion of conflict or concern</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3.</td>
<td>Demonstrates appropriate self-care</td>
<td>☐</td>
<td>☐</td>
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<td>4.</td>
<td>Demonstrates appropriate self-disclosure</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>5.</td>
<td>Demonstrates awareness of effect on others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>6.</td>
<td>Provides feedback appropriately to other students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>7.</td>
<td>Demonstrates appropriate self-control (e.g., frustration, anger and impulse)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>8.</td>
<td>Overall Assessment of student’s skills related to Learning Attitudes and Behaviors (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed)</td>
<td>☐</td>
<td>☐</td>
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**Comments:**

## III. Basic Counseling Skills

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates awareness of own belief system, values, needs, and biases</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2.</td>
<td>Demonstrates awareness of own cultural, ethnic, racial identity</td>
<td>☐</td>
<td>☐</td>
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<td>3.</td>
<td>Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status</td>
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<td>4.</td>
<td>Demonstrates unconditional positive regard, warmth, and empathy toward clients and others</td>
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<td>5.</td>
<td>Demonstrates capacity to listen reflectively, summarize, and paraphrase</td>
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<td>6.</td>
<td>Demonstrates capacity to use therapeutic silence</td>
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<td>7.</td>
<td>Demonstrates ability to determine underlying meaning and unstated values of the client’s story</td>
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<td>8.</td>
<td>Recognizes, respects, and maintains appropriate boundaries in all professional relationships</td>
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<td>9.</td>
<td>Demonstrates ability to elicit information from others in a therapeutic manner (with open-ended questions, avoidance of double questions, and not answering questions for others)</td>
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<tr>
<td>10.</td>
<td>Demonstrates awareness of theories of counseling</td>
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<tr>
<td>11.</td>
<td>Demonstrates understanding of informed consent and the limits of confidentiality</td>
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<tr>
<td>12.</td>
<td>Overall Assessment of student’s skills related to Basic Counseling Skills (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed)</td>
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Comments:

**IV: Fitness for Counseling**

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates ability to establish a counseling relationship</td>
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<td>2.</td>
<td>Demonstrates ability to conceptualize a case and develop a treatment plan</td>
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<td>3.</td>
<td>Demonstrates practicing within one’s level of training</td>
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<td>4.</td>
<td>Demonstrates appropriate use of confrontation, re-direction, interruption</td>
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<td>5.</td>
<td>Demonstrates understanding of the DSM and clinical application</td>
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<td>6.</td>
<td>Demonstrates risk management skills for suicidal or homicidal ideation</td>
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<td>7.</td>
<td>Demonstrates ability to identify and respond to various forms of abuse</td>
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<td>8.</td>
<td>Understands treatment protocol for chemical addiction</td>
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<td>9.</td>
<td>Demonstrates multicultural awareness and sensitivity</td>
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<td>10.</td>
<td>Demonstrates ability to write appropriate case notes</td>
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<td>11.</td>
<td>Demonstrates understanding of referral and termination processes</td>
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<tr>
<td>12.</td>
<td>Demonstrates adherence to ACA Code of Ethics</td>
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<tr>
<td>13.</td>
<td>Maintains appropriate boundaries in clinical practice</td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>Overall Assessment of student’s skills related to Fitness for Counseling (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed)</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:

**V. Integration of Theory and Practice**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates ability to integrate selected theory with practice</td>
<td></td>
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<tr>
<td>2.</td>
<td>Demonstrates ability to present case studies consistent with theory</td>
<td></td>
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</tr>
</tbody>
</table>
3. Demonstrates ability to measure outcomes based on theory

4. Demonstrates appreciation of a variety of counseling theories

5. Overall Assessment of student’s skills related to Integration of Theory and Practice (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed)

Comments:

<table>
<thead>
<tr>
<th>VI. Openness to Clinical Supervision</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Actively participates in learning activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Responds appropriately to peer, instructor, and supervisor feedback</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Demonstrates preparedness for supervision</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Demonstrates professionalism in all interactions with agency and program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Is compliant and cooperative with agency rules and expectations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Overall Assessment of student’s skills related to Openness to Clinical Supervision (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments:

Summary of student strengths:

Summary of areas that need more attention for this student:

Faculty/Supervisor Signature (Faculty / Site Supervisor) Date

I acknowledge that I have been provided with feedback and understand the above evaluation.

Student Signature Date

**Note** The PSE is REQUIRED to be filled out by site and faculty supervisors twice. Once each term for COUN 6100 & COUN 6200 equating to a midterm at week 9 and a final at week 18. The summer term receives only one PSE as a final in week 7.

For clinical courses, faculty may require weekly supervision for students who face challenges enough to potentially not pass the course, until the student is prepared to pass the term. Should the student not show enough progress to pass the term, he/she will fail the course for that term. Students who receive unfavorable evaluation on PSE may be referred to remediation (Student Handbook).
**** SAMPLE ***

Sample Overview of Therapy and Progress
CBT Model

Client Name: ___________________ Reason for Seeking Therapy: _____________________ ________

Date of Start of Therapy: _________________________ Date of end of Therapy: ______________
Reason for Conclusion of Therapy: __________________________________________________________
Or/ Reason for Referral: ___________________________________________________________________

Brief overview of therapy and progress:

This Cl shared in session having had a very fitness-orientated lifestyle; he had been an active competitive runner and a lot of his confidence was built on that. After his accident and consequent injury, this Cl shared that he started experiencing decline in overall wellness and self-image. Once he’d been told to start using a stick and be careful, he says he felt old and that everyone was looking at him, which he thinks led to panic attacks in his local shopping mall. He wanted to do all of the things he’d always done and was almost looking for permission to try based on his narrative. He shared experiencing a lot of social anxiety regarding his bowling past time which he’d recently taken up as part of new coping skills discussed in therapy. He seemed to treat it in a similar way to his running career. It appeared as though he had to do his best and push himself the entire time. If he played poorly, he found it difficult to look anyone in the eye as shared in sessions.

Ct and Cl spent a lot of time talking through and challenging his thoughts and trying to get him to see his situation from a different viewpoint. By the end of the sessions, which was session 12, client had reported completing physical therapy and being back at the running track walking significant distances. Client reported going to the gym two to three times per week and attending his bowls without the anxiety. At the 6-month follow-up this Cl reported continuing to play bowls regularly and without the performance anxiety that he had experienced. He had stopped going to the running track in favor of walking around the cricket pitch as it was more picturesque. Cl shared he was having problems with his back that might require surgery, but there seemed to be a reluctance to do anything or push any further, however he stated being under his doctor’s care.

On a scale from 0 (no anxiety at all) to 10 (intense anxiety and panic attack), Cl reported 3. He claimed 3 was in relation to his back-pain and the possibility of having to look at a surgery as an option in the future if pain persisted or worsened.

This Cl progress in therapy is evaluated by this CT as Good.

Are there any documents requested by this Cl? Yes: __ No: ___ (Explain what kind if yes):

Recommendation by this CT for future wellness maintenance:

________________________________________________________

________________________________________________________

Ct Name:
Ct. Signature:
Site Supervisor Name:
Site Supervisor Signature:

Source: https://www.ncbi.nlm.nih.gov/books/NBK378911/
Sample Clinical Case Note
(This format must be presented for individual supervision)

Counselor Trainee: N. L.                                      Date: ____________
Client Name: K.P.                                            Session # ________

Demographic Data: 56-year-old Caucasian female, single, in assisted living, has documented disability.

Client History: Client is a 56-year-old Caucasian woman who has three adult children. Based on client’s report, she is legally married though her husband left her and the children when they were very young. Since her husband left, there have been many problems, communication issues, lack of interaction with the kids while growing up, and little to no financial assistance, especially when one of the children had a disability from age 3 on as client shares. Based on CI account, she currently resides in assisted living and gets some government support for her disability. Her children are all living on their own. Outside of her parents, client states not having anyone else to ask for support. She claims having had depression for as long as she can remember. She states having been on various medications to help with her spinal injury pain and with her depression. CI reports that she occasionally has panic attacks when she gets overly worried about something. Client shares no prior history of counseling, however states that she feels this experience can be beneficial to her. She shares that she would like to focus on coping skills, so she doesn’t let anger and sadness define her current state.

Client Presenting Problem: Depression, lingering anger and sadness, as well as occasional panic attacks.

Counselor Trainee Observation: Client seemed to be adequately dressed and groomed. When talking about her husband, the client would often get emotional and cry. The counselor in training (CT) also observed what seemed to be frustration in her voice when the client discussed all the sacrifices she has made and how she feels abandoned and alone. Client’s speech seems to slow down once she settles into session, after about 15 minutes or so. She demonstrates frequent sighing when talking about past trauma.

Suicidality/Homicidality Assessment: No Suicidal/Homicidal thoughts, intent, or plan were reported to the counselor.
Abuse/neglect assessment: No abuse of child, elderly or a person with disability was reported.

Client Diagnoses: (Use both the code and the name of the disorder using DSM 5)

Client Reports:
1. Constant anger towards her husband for all his actions and the consequences she had to deal with
2. Steady depression which seems to always be there, sadness and feeling of abandonment and fear of loneliness
3. Lack of support – children are on their own and hardly ever visit her, parents are too old to help
4. Difficulty forming new relationships and maintaining past relationships within support system
5. Lack of assertiveness when needing to express her needs to her friends or family
6. Feelings of resentment towards people who she perceives to be taking advantage of her

Client Goals for Treatment:
1. Client would like to obtain positive coping skills to address anger, resentment and depression.
2. Client would like to process past trauma and work towards healing.
3. Client would like to improve interpersonal communication, conflict resolution and assertiveness skills to establish and maintain healthy relationships within existing and possibly newly built support system.

Action Taken in Therapy:
1. Counselor Trainee (CT) addressed client’s history of depression and attempted to get a start time of the symptoms and any events that might have sparked this. CT and CL drew a life event diagram.

2. CT and client addressed client’s anger for all the past issues with the husband who has not been in the picture for over 20 years and discussed ways this anger has had a lasting effect on the client and her life.

3. CT explored techniques that could help client trace triggers to sparking events and maintain a written record of these including her reactions, feelings, thoughts and behaviors in response to such triggers.

4. CT administered Beck Depression Inventory and Beck Anxiety Inventory. Results will be discussed in next session.

Homework Assigned:
1. Client will write a list of 2-3 things she can do for self-care throughout the week. In session she discussed venting to her mother was a good outlet. CT challenged her to think of other coping skills in the event that her mother isn’t there for her to vent to.

2. CT also asked the client if she would monitor her panic attacks and identify what events took place right before one would take place. This would be a weekly activity and will be discussed in session.

Resources Provided:
CT gave the client some community resources for support groups for individuals living by themselves with a disability. CT gave a worksheet for tracking events that spark her anger.

Next Session was scheduled for:  
Xx/xx/20__

Recommended frequency for sessions: _____________________________

Counselor Trainee (CT) Name _______________________ CT Signature ______________  Date  _____________

Must be Signed Prior to Leaving Site with a Recoding

For Site Supervisor: (If student is not bringing the separate statement page, supervisor must sign this portion of the case notes)

Informed Consent Disclosure Statement
I have reviewed and signed the Informed Consent document for this recorded session provided by the Intern and signed by the client, intern, and myself.

Site Supervisor Name: ______________  Site Supervisor Signature: ______________
Appendix G
Webster University
Department of Professional Counseling

Live Supervision: Basic Counseling Skills Rating Form
(To be used by instructor when viewing the student Live session)

Student: ___________________________ Date: ___________________________

Performance Area Rating: D = demonstrated skill, but improvement needed; M = meets expectations for skill performance; N = not observed/no basis for evaluation.

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>1.</td>
<td>Opens the interview in an unstructured, friendly and non-threatening way. Clarifies counseling and client/counselor relationship if necessary.</td>
<td>D</td>
</tr>
<tr>
<td>2.</td>
<td>Attending: Counselor communicates attention verbally and non-verbally</td>
<td>D</td>
</tr>
<tr>
<td>3.</td>
<td>Empathy: Demonstrates an understanding of what the client is experiencing and communicates that understanding to the client.</td>
<td>D</td>
</tr>
<tr>
<td>4.</td>
<td>Minimal encouragers: Uses statements which prompt the client to say more and which provide a smooth flow to the dialogue.</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>Reflection of content: Is able to summarize or paraphrase client communications.</td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>Reflection of feeling: Responds to and helps clients explore the emotional content of the client’s remarks.</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>Positive regard and warmth: Communicate feelings of worth and caring for the client as a person. Establishes good rapport; evidence warmth and acceptance.</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>Concreteness: Is direct and specific in discussing the client’s thoughts, feelings, and experiences.</td>
<td>D</td>
</tr>
<tr>
<td>9.</td>
<td>Genuineness: The counselor relates to the client in a real and authentic manner.</td>
<td>D</td>
</tr>
<tr>
<td>10.</td>
<td>Non-defensiveness and safety: Counselor models and encourages non-defensiveness and creates an environment that is conducive to the client’s expression of ideas and feelings and the exploration of behavior.</td>
<td>D</td>
</tr>
<tr>
<td>11.</td>
<td>Verbal style: counselor is not overly talkative and is clear and concise when responding.</td>
<td>D</td>
</tr>
<tr>
<td>12.</td>
<td>Silences are appropriately and effectively handled.</td>
<td>D</td>
</tr>
<tr>
<td>13.</td>
<td>Respect: Demonstrates the use of techniques for initiating and maintaining a counseling relationship that are culturally sensitive to gender, race, religion, national origin, sexual orientation, disability, etc.</td>
<td>D</td>
</tr>
<tr>
<td>14.</td>
<td>Response style: Counselor’s requests and responses are appropriate to the content of the client’s remarks and to the intellectual level of the client.</td>
<td>D</td>
</tr>
<tr>
<td>15.</td>
<td>Responsibility: Counselor assumed an appropriate level of responsibility for the conduct of the session.</td>
<td>D</td>
</tr>
<tr>
<td>16.</td>
<td>Questions: Appropriate use of open- and closed-ended questions, counselor allows client to answer.</td>
<td>D</td>
</tr>
<tr>
<td>17.</td>
<td>Confrontation: Points out discrepancies and inconsistencies in client’s statements and actions.</td>
<td>D</td>
</tr>
<tr>
<td>18.</td>
<td>Restructuring: Helps client reframe or relabel thoughts, feelings, experiences, or behavior from a different perspective.</td>
<td>D</td>
</tr>
<tr>
<td>19.</td>
<td>Immediacy: The counselor and the client appropriately discuss the counseling relationship.</td>
<td>D</td>
</tr>
<tr>
<td>20.</td>
<td>Self-disclosure: Counselor appropriately shares his or her own feelings, thoughts, or experiences with the client.</td>
<td>D</td>
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</tbody>
</table>

Comments: ___________________________

Supervisor/Observer: ___________________________
Self-Care Strategy

Burnout is a common occurrence in mental health professionals who do not practice some form of self-care.

Self-care practices include weekly (or more) occurrences of relaxation by the student/counselor.

The practice of relaxation is meant to de-stress from the clinical experience. Examples include but are not limited to breath work, meditation, prayer, fictional reading, watching comedies, spending time with people who encourage feeling good and only talking about positive things for that period each week, visualization, etc. Note that exercise, while increasing endorphins in the body, should be in addition to a relaxation practice and not in place.

1. Students are required to implement a preferred self-care strategy throughout the term. On week 9 write a summary/final paragraph about the experience.

2. At the end of the term, answer the following questions and write a brief paragraph about the practice of self-care.

- Signs I’m starting to get burnt out:
- Ways I can relieve stress:
- People I can depend on for support:
- Sources of professional support (e.g., a counselor or healthcare provider):
- Music I can listen to and relax:
- Places I can go to feel happy and calm:
- Positive affirmations to remind myself of my value:

Include the above questions and answers when writing the self-care paragraph indicating how practice of self-care affected your clinical experience and what you would change about it in the future.
Self-Care Pre/Post Assessment  At the beginning of the term, students a) will choose 3 self-care activities, write up a plan for self-care for the semester and post on WorldClassroom during the first week of class, and b) will write a paragraph statement regarding what they learned about themselves from practicing the technique in addition to how it worked and what they would change about it at the end of each term.

The following worksheet for assessing self-care is not exhaustive, merely suggestive. Feel free to add areas of self-care that are relevant for you and rate yourself on how often and how well you are taking care of yourself these days.

When you are finished, look for patterns in your responses. Are you more active in some areas of self-care? Do you tend to ignore others? Are there items on the list that hadn’t even occurred to you?

Listen to your internal responses and dialogue about self-care and take note of anything you would like to prioritize moving forward.

**Rate the following areas according to how well you think you are doing…**

<table>
<thead>
<tr>
<th>Physical Self-Care</th>
<th>Psychological Self-Care</th>
<th>Emotional Self-Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat regularly (breakfast, lunch, and dinner)</td>
<td></td>
<td></td>
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<tr>
<td>Get regular medical care for prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get medical care when needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take time off when sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wear clothes I like</td>
<td></td>
<td></td>
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<tr>
<td>Do some fun physical activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think positive thoughts about my body</td>
<td></td>
<td></td>
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<tr>
<td>Exercise</td>
<td></td>
<td></td>
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<tr>
<td>Eat healthily</td>
<td></td>
<td></td>
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<tr>
<td>Get massages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take vacations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get enough sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do some fun artistic activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Other) __________________</td>
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</tbody>
</table>

**Note:**
- **3** = I do this well (e.g., frequently)
- **2** = I do this OK (e.g., occasionally)
- **1** = I barely or rarely do this
- **0** = I never do this
- **?** = This never occurred to me
**Spiritual Self-Care**

- Make time for reflection
- Find a spiritual connection or community
- Be aware of non-material aspects of life
- Try at times not to be in charge or the expert
- Identify what is meaningful to me
- Seek out reenergizing or nourishing experiences
- Contribute to causes in which I believe
- Read or listen to something inspirational
- Spend time in nature
- Be open to inspiration
- Cherish my optimism and hope
- Be open to knowing
- Meditate
- Find time for prayer or praise
- Have experiences of awe
- (Other) ___________________

**Relationship Self-Care**

- Schedule regular dates with my partner
- Call, check on, or see my relatives
- Share a fear, hope, or secret with someone I trust
- Stay in contact with faraway friends
- Make time for personal correspondence
- Allow others to do things for me
- Make time to be with friends
- Ask for help when I need it
- Communicate with my family
- Enlarge my social circle
- Spend time with animals
- (Other) ___________________

**Workplace or Professional Self-Care**

- Take time to chat with coworkers
- Identify projects/tasks that are exciting
- Balance my load so that nothing is “way too much”
- Arrange workspace to be comfortable
- Get regular supervision or consultation
- Negotiate/advocate for my needs
- Make quiet time to work
- Take a break during the day
- Set limits with my boss/peers
- Have a peer support group
- Identify rewarding tasks
- (Other) ___________________

**Overall Balance**

- Strive for balance within my work-life and workday
- Strive for balance among my family, friends, and relationships
- Strive for balance between play and rest
- Strive for balance between work/service and personal time
- Strive for balance in looking forward and acknowledging the moment

**Areas of Self-Care that are Relevant to You**

- (Other) ___________________________________________________________________
- (Other) ___________________________________________________________________
- (Other) ___________________________________________________________________

Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). *Transforming the Pain: A Workbook on Vicarious Traumatization*. Norton. Adapted by Lisa D. Butler, PhD.