I. Course Description

Systematic procedures for establishing counseling objectives, conducting counseling interviews and utilizing results of counseling process. Includes the study of ethical and legal issues in the counseling profession. Prerequisites: A minimum of 12 semester hours of core counseling courses must be completed, including CNEP 5304 and CNEP 5308.

II. Rationale

This course is designed to teach students how to use their counseling skills and knowledge accrued in previous coursework in the counseling process. The students learn the steps in the counseling process from the initial session to termination of the counseling relationship including techniques of counseling and technological support.

III. State Adopted Proficiencies for Counselors covered in this class are the following:

Standard I: Learner-Centered Knowledge:
8. Legal and ethical standards, practices and issues

Standard II: Learner-Centered Process:
3. Counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs
9. Use counseling-related research techniques and practices to address student needs

Standard III: Learner-Centered Planning:
2. Facilitate learner’s ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information.
3. Use both preventative and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change
4. Implement effective referral procedures to facilitate the use of special programs and services.

Standard V: Learner-Centered Communications:
1. Demonstrate effective communication through oral, written, and nonverbal expression
4. Facilitate learner’s access to community resources

Standard VI: Learner-Centered Professional Development:
1. Use reflection, self-assessment, and interactions with colleagues to promote personal professional Development
3. Strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

IV. TExES Competencies Covered in this Course

Competency 2: Knows and applies strategies for positive, effective communication with all students and their families
Competency 6: Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques
Understands the use of prevention approaches (e.g. respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

**Competency 10:** Demonstrates an understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g., confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions.)

Knows how to apply legal and ethical standards in various situations involving students and others

Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development

Demonstrates awareness of the value of membership in appropriate, professional counseling Organizations

**Marriage and Family Counseling Proficiencies**

a. Structure and explain counseling process to client: responsibilities, limits, confidentiality
b. Assess a problem in the context within which it occurs
c. Establish long and short term goals
d. Plan treatment strategies congruent with the contextual analysis of the problem and the established treatment goal
e. Review counseling progress and evaluate the outcome of treatment
f. Accept and make appropriate referrals
g. Prepare client for termination of counseling

**V. Course Objectives and Student Learning Outcomes**

In addition to the above, the student will be able to do the following:

A. Process a client referral and prepare for the initial interview
   1. State the essential concepts of the counselor’s role. (Competency: 6, CACREP Standards II-G-1-b)
   2. Review relevant ACA, ASCA, and AAMFT ethical and legal considerations of social and cultural diversity. (CACREP Standards II-G-1-j) (Prof: I.8, Comp. 10, CACREP A-2 School Counseling: Marriage, Couple and Family Counseling)
   3. Understand counselor characteristics and behaviors that influence the helping process. (CACREP Standards II-G-1-b)

B. Explain the counseling relationship to the client. (Proficiency: Standard III.3,Comp: 10)
   1. State the purpose of counseling.
   2. State the responsibilities of the counselor and the client.
   3. Explain focus
   4. State the limits in counseling which includes assessing suicide and crisis intervention (CACREP Standard II-G-5-g)
   5. State the relevant ACA ethical and legal considerations of helping relationships, current policies, laws relevant to school and clinical mental health counseling. (CACREP Standards A-2 and II-G-1-j)
C. Construct a model of the client's concern. (Proficiency: Standard II 3, 9; Comp: 6)
   1. Identify all of the client's concerns
   2. Offer appropriate referrals as necessary.
   3. Develop a good counseling relationship with the client using essential interviewing and
counseling skills (CACREP II-G-5-c)
   4. Select the most appropriate concern for counseling.
   5. Identify the components of the concern.
   6. Verify the model with the client.
   7. Focus on wellness and prevention (CACREP Standards II-G-5-a)

D. Assist the client in establishing the learning objective (Proficiency: Standard III.2; Comp: 2)
   1. Determine the desired goal.
   2. Establish the learning objective.
   3. Decide if the client’s motivation is sufficient.

E. Implement a strategy. (Proficiency: Standard II, Comp: 6, 10)
   1. Choose the appropriate strategy from the three general strategy types using multicultural
competencies. (CACREP Standards II-G-5-d)
   2. Design a detailed strategy, including necessary, intermediate objectives and steps.
   3. Conduct information-seeking procedures.
   4. Conduct decision-making procedures.
   5. Conduct other chosen procedures.

F. Evaluate the effects of the treatment and counseling process. (Proficiency: Standard
VI, 10; Comp: 10)
   1. Analyze counseling outcomes.
   2. Decide on the appropriate future steps.

G. Terminate counseling. (Proficiency: Standard III.3; Comp: 6)
   1. Explain termination to the client.
   2. Manage client/counselor resistance.
   3. Conduct transfer of learning.

H. Evaluate Counselor Performance and Effectiveness. (Proficiency: Standard VI; Comp:6)

VI. Course Topics

This course is designed to meet the following CACREP Standards for Core Curriculum:
As a result of this course:
1. II-G-1-d. The student will learn self-care strategies appropriate to the counseling role as
evidenced by the development of a wellness plan which will be reviewed at beginning and end
of the semester.
2. II-G-1-f. and A-4. The student will learn about professional organizations, including membership
benefits, activities, services to members, and current issues and credentialing and become a member of
at least one organization during the semester. This knowledge will also be tested on a comprehensive
examination.
3. II-G-1-h. The student will demonstrate the role and process of the professional counselor
advocating on behalf of the profession as measured by their responses on a comprehensive exam.
4. II-G-1-j; A-2, and B-1. The student will demonstrate their understanding of
professional ethical and legal standards of professional organizations and credentialing bodies especially those related to clinical mental health counseling and be able to apply those standards as evidenced by responses to case scenarios (see rubric) and exams.

5. II-G-5-a The student will demonstrate an understanding of an orientation to wellness and prevention as desired counseling goals by completing a wellness plan.

6. II-G-5-b The student will demonstrate an understanding of counselor characteristics and behaviors that influence the helping process by successfully completing a role-played videotape.

7. II-G-5-c The student will demonstrate an understanding of essential interviewing and counseling skills by successfully completing a role played video tape.(see rubric)

In addition this class is designed to meet the following CACREP Standards of Clinical Mental Health Counseling:

8. C-1. The student will demonstrate their knowledge of the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society by their responses on a comprehensive exam.

9. C-2. The student will demonstrate their knowledge of the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders by their responses on a videotape role-play and answers on a comprehensive exam.

10. D-1. The student will demonstrate their knowledge of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling by their responses to a videotaped role-play and their answers on a comprehensive exam.

11. D-5. The student will demonstrate application of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling by their responses to case scenarios and class role-plays.

12. D-6. The student will demonstrate their ability to use procedures for assessing and managing suicide risk by their responses to class role-plays and answers on an exam.

13. D-7. The student will demonstrate their understanding of current record-keeping standards related to clinical mental health counseling by writing case notes to client sessions shown on DVD.

14. D-9. The student will demonstrate their ability to recognize his or her own limitations as a clinical mental health counselor by a reflective paper on strengths and weaknesses and will learn to seek supervision or refer clients when appropriate.

15. H-2. The student will learn how to screen clients for addiction, aggression, danger to self and/or others as well as co-occurring mental disorders by participating in class role-played experiences and assessed by responses on a comprehensive examination.

16. J-1. The student will demonstrate how to apply relevant research findings to inform the practice of clinical mental health counseling as evidenced by their responses on a comprehensive exam.

This course is designed to meet the following CACREP Standards for Marriage, Couple and Family Counseling:

17. A-2. The student will demonstrate their understanding of the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling as evidenced by their responses on a comprehensive exam and class role-plays.

18. F-2. Student will learn to maintain information regarding community resources to make appropriate referrals through class discussion.

19. H-1: The student will demonstrate their ability to apply skills in interviewing, assessment, and
case management for working with individuals, couples, and families from a system’s perspective by their responses to case scenarios and role-plays.

This course is designed to meet the following CACREP Standards for School Counseling:

20. A-2: The student will demonstrate their understanding of ethical and legal considerations specifically related to the practice of school counseling by their responses to case scenarios.

VII. Instructional Methods and Activities
   A. Lecture/Discussion
   B. Demonstrations - Live and Video
   C. Simulation, Role-play, Videotape
   D. Case Studies; Community Resource Identification
   E. Papers

VIII. Evaluation and Grade Assignment and Course Policies:

The methods of evaluation and criteria for grade assignments are:

1. The development of a wellness plan with indications of commitment as measured by a commitment scale of 1-10 which will be accessed at the beginning of the semester and then reevaluated at the end of the semester.

2. A tape-recorded exercise will evaluate the ability to respond to various client responses. Complete details will be given prior to the due date. This tape cannot be redone. Please make sure you are doing correct tape (#1 or #2). (see rubric)

3. After a practice session, student will videotape a short role-played exercise based on your counseling specialty to be submitted for evaluation. Details of this tape and practice session will be discussed during a lab meeting. This tape will be used to evaluate counselor verbal and non-verbal behavior. Videotape may not be redone due to time. You will supply your own videotape for the first and second taping. (see rubric)

4. A written midterm exam covering the didactic portion of the course will be given. Details on the content and format will be given prior to the examination dates. Makeup exam given only to students who for reasons of illness/emergency could not sit for the scheduled midterm.

5. A final exam covering material since the midterm.

Grading: The final course grade will be calculated by weighing each requirement.

Audio Tape Exercise 15%
Performance Videotape 25%
Midterm Exam 30%
Written Final Exam 20%
Oral Final Exam 10%

Letter grades will be computed:
A = 91-100
B = 81-90
C = 71-80
I strongly feel that this course is essential for training competent counselors. A grade of "C" indicates that the objectives of the course have not been accomplished sufficiently. I highly recommend the following if you receive an unsatisfactory grade.

1. Repeat the course
   Please see me if you are having problems. Do not wait until the final exam.

** A student with two or more unexcused absences will have his/her grade dropped one letter for the semester.
** Late papers/projects will lose one point per day reduction after due date.
** Be to class on time and turn off cell phones and pagers.

IX. Course Schedule and Policies

Instructor: Mary Louise Holt, Ph.D., LPC
Office: ECDC 149
Phone: 825-3326
E-mail: mary.holt@tamucc.edu
Office Hrs: Monday 4-5pm Classes 5-8:50pm
Tues. 8:30-10am, Classes 10-12pm
Wed. 8:30-10am, Classes 10-12pm
Thurs. 8:30-10, Classes 10-12pm

Administrative Assistants: Shannon 825-2442
Rachel 825-3393

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/4</td>
<td>Introduction and Overview</td>
<td>Ch. 1, Helping Skills, pp. 1-5 packet</td>
</tr>
<tr>
<td></td>
<td>Wellness issues, discussion of professional organizations</td>
<td><strong>Development of a wellness plan</strong></td>
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<tr>
<td></td>
<td>Self-Awareness exercises</td>
<td>Choosing professional organizations</td>
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<tr>
<td>6/5</td>
<td>Overview of Counseling Relationship</td>
<td>Ch.2; Helping Skills, PP.1-36 Systematic Counseling Manual</td>
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<tr>
<td></td>
<td>Model 1.0 - 3.0, 3 stage</td>
<td>PP.1-36 Systematic Counseling Manual</td>
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<tr>
<td></td>
<td>Helping Model, Helping Process</td>
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<td>6/6</td>
<td>Counseling Relationship 4.0,</td>
<td>Ch. 3 Helping Skills; pp. 37-50,</td>
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<td></td>
<td>Marriage and Family, Multicultural Scenarios</td>
<td>pp. 39-40 Counseling Process Packet,</td>
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<td></td>
<td></td>
<td><strong>Completion of case scenarios</strong></td>
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<tr>
<td>6/7</td>
<td>Exploration Stage</td>
<td>Ch. 4 Helping Skills, pp. 41-70 packet</td>
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<tr>
<td></td>
<td><strong>Advocacy issues using case scenarios</strong></td>
<td>PP. 71-72 Manual</td>
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<tr>
<td></td>
<td>Study Counseling Responses</td>
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<tr>
<td>6/11</td>
<td>Counselor &amp; Client Nonverbal Behavior</td>
<td>Ch. 5Helping Skills</td>
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<td></td>
<td>Attending &amp; Listening; Multicultural differences</td>
<td>Chapters 6, 7, 8 Helping Skills</td>
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<tr>
<td></td>
<td>in verbal and non-verbal behaviors</td>
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<tr>
<td></td>
<td>Study Counseling Responses</td>
<td></td>
</tr>
<tr>
<td>6/12</td>
<td>Conceptualization &amp; Analysis of problem 5.1,</td>
<td>PP. 74-77 Manual</td>
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<tr>
<td></td>
<td>&amp; components of concern 5.3</td>
<td>PP. 72-77 Packet</td>
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<td></td>
<td>Restatement, Open Question, Reflection of</td>
<td>Chapters 6, 7, 8,10,11 Helping Skills</td>
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<td>Feelings; Closed Questions, Self-Disclosure,</td>
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<tr>
<td></td>
<td>Information-giving, Approval &amp; Reassurance</td>
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<tr>
<td></td>
<td>Challenges and Interpretations</td>
<td>P. 78 Manual</td>
</tr>
</tbody>
</table>
6/13 Discuss process of video recording
Verification of Concern 5.4
Goals & Objectives 6.0, Midterm Review
Skills & Integrating Exploration Stage
Ch. 8 Helping Skills
PP. 79-107 Manual
P. 83 Packet
Audio Response Tape Due

6/14 Midterm Part I (comprehensive)

6/18 Midterm Part II

6/19 Independent Video Practice

6/20 & 6/21 Lab Video Practice 4.0 - 6.0
Overview of Insight Stage, Challenge
PP. 78-82 Packet
Ch. 9 Helping Skills
Practice Video

6/25 & 6/26 Lab Video Final using School, Marriage and Family, or Clinical Mental Health Concerns
Videotape 5.0 - 6.0
Final Video

6/27 Strategies 7.0
Information Seeking
Decision Making
Interpretation, Self-Disclosure
Ch. 11 Helping Skills

6/28 Evaluation & Termination 8.0 - 9.0
Overview of rest of flow chart
Integrating Skills of Insight Stage
Dealing with resistant clients
Putting it All Together
PP. 156-184 Manual; pp. 88-95 Packet
PP. 185-198 Manual
Ch. 13 Helping Skills
Ch. 18, Helping Skills

7/2 Go over video tape results

7/3 Final Review

7/4 Holiday

7/5 Written Final Exam/Oral Final Exam (comprehensive)

X. Required Texts:
The Counseling Process Manual
Systematic Counseling Process Packet

“I will make myself available for consultation, provide useful resources to enhance your learning, arrive for class on time, and be appropriately prepared to teach. All course materials will be graded by me and only me. I will provide fair evaluations of your work according to the designated course expectations. I will return graded material in a timely manner. I will invite you to evaluate my teaching and will utilize that evaluation to improve my craft.”
XII. Selected Bibliography to Support Counseling Process


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99. C2, Student Grade Appeals and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.

These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
## Rubric for Oral Micro Counseling Skills Tape

<table>
<thead>
<tr>
<th>1</th>
<th>States correct response with appropriate vocal tone and correct lead in</th>
<th>States response with appropriate lead in but puts question or period at the end</th>
<th>Uses correct lead in but response is not stated correctly</th>
<th>Uses a different response from what the directions call for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>States correct response with appropriate vocal tone and correct lead in</td>
<td>States response with appropriate lead in but puts question or period at the end</td>
<td>Uses correct lead in but response is not stated correctly</td>
<td>Uses a different response from what the directions call for</td>
</tr>
<tr>
<td>3</td>
<td>States correct response with appropriate vocal tone and correct lead in</td>
<td>States response with appropriate lead in but puts question or period at the end</td>
<td>Uses correct lead in but response is not stated correctly</td>
<td>Uses a different response from what the directions call for</td>
</tr>
<tr>
<td>4</td>
<td>States correct response with appropriate vocal tone and correct lead in</td>
<td>States response with appropriate lead in but puts question or period at the end</td>
<td>Uses correct lead in but response is not stated correctly</td>
<td>Uses a different response from what the directions call for</td>
</tr>
<tr>
<td>5</td>
<td>States correct response with appropriate vocal tone and correct lead in</td>
<td>States response with appropriate lead in but puts question or period at the end</td>
<td>Uses correct lead in but response is not stated correctly</td>
<td>Uses a different response from what the directions call for</td>
</tr>
</tbody>
</table>
CNEP 5384  Counselor __________________________
Observer __________________________

ROLEPLAYING: 4.0-6.0

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>½</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

4.3.1 Purpose

<table>
<thead>
<tr>
<th>4.3.2 Responsibilities</th>
<th>a) client’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) counselor’s</td>
<td></td>
</tr>
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</table>

4.3.3 Focus

<table>
<thead>
<tr>
<th>a) voluntary</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) confidentiality</td>
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4.3.4 Limits

<table>
<thead>
<tr>
<th>Overall (manner and style of counselor)</th>
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</table>

5.0

1. Comment on the counselor’s desirable and undesirable nonverbal.

2. Did the counselor use a variety of responses?
   - Did the counselor use a minimum of 4 reflections?
   - If no, which kind of response needs to be increased?

3. How many concerns were identified?

5.2

4. Did the counselor select the principle concern?

5. Did the counselor test his hypothesis of the principle concern with the client?

6. Was the counselor able to refocus the client (maintain control of the interview)?

5.3

7. The counselor identified the following components:
   - Response: Specification
   - Frequency
   - Duration
   - Antecedents: Temporal
   - Situational
   - Consequences: Self
   - Others

5.4

8. The counselor verified the model of the concern with the client (and revised it if necessary).

6.2

9. Did the counselor help the client decide on a general goal?

6.4

10. Did the counselor help the client define the goal in objective terms, including:
   - Terminal behavior
   - Conditions
   - Criteria

6.5

11. Did the counselor deal appropriately with reluctance or lack of motivation demonstrated by the client?
### Rubric for Evaluation of Video and Role Play Using Systematic Counseling Model

<table>
<thead>
<tr>
<th>Informed Consent</th>
<th>4.0</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Counselor covers all 4 components</td>
<td>Counselor covers only 3 components</td>
<td>Counselor covers only 2 components</td>
<td>Counselor covers only 1 component</td>
<td>Counselor fails to include this part</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Construction of Concerns</th>
<th>5.1</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough exploration of concerns using 4 reflections and at least 3 other types of responses</td>
<td>Thorough exploration of concerns using less than 4 reflections but at least 3 other responses</td>
<td>Concerns are rushed but uses 4 reflections with less than 3 other types of responses</td>
<td>Concerns are rushed; small number of responses (less than 3) including less than 4 reflections</td>
<td>Concerns are rushed with less than 2 types of responses and insufficient reflections</td>
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</table>

<table>
<thead>
<tr>
<th>Focus</th>
<th>5.2</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor restates both concerns and asks client to choose one</td>
<td>Counselor doesn’t restate concerns and asks client to choose</td>
<td>Counselor restates concerns and chooses one to work on</td>
<td>Counselor restates one of the concerns and tells client this is the one to work on</td>
<td>Counselor leaves out this part</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Analysis of Concerns</th>
<th>5.3</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor covers 100% of components in a consistent fashion</td>
<td>Counselor covers 90% of components in a consistent fashion</td>
<td>Counselor covers 80% of components in a consistent fashion</td>
<td>Counselor covers 70% or less of components in an inconsistent fashion</td>
<td>Counselor covers less than 10% of components</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary of Analysis 5.4

Counselor summarizes 100% of components in 5.3

Determining Goal 6.2

Counselor asks client for terminal goal using one method of questioning

Terminal Objective 6.4

Counselor states terminal behavioral objective in correct format

Handling Resistance 6.5

Counselor addresses client resistance using appropriate skills

5 4 3 2 1

Counselor summarizes 90% of components in 5.3

Counselor states goal for client

Counselor acknowledges resistance but without appropriate skills

Counselor summarizes 80% of components in 5.3

Counselor asks for intermediate goal

Resistance is present but overlooked by counselor

Counselor covers 70% or less of components in 5.3

Counselor states intermediate goal

Counselor goes into strategies for handling resistance

Counselor omits 5.4

Counselor states intermediate behavioral objective including strategies for change

Resistance is left out of role play
CNEP 5384
Rubric for Evaluation of Non Verbal Behavior on Videotape

Name: _________________________

Eye Contact:
4 Maintains appropriate eye contact during entire session
3 Maintains appropriate eye contact during most of the session
2 Maintains eye contact 50% of the time
1 Rarely maintains eye contact

Voice Tone:
4 Voice is appropriate to the session and the counselor speaks clearly with appropriate volume
3 Voice is appropriate to the session and the counselor speaks clearly but tone is either too soft or too loud
2 Voice is hesitant and tentative
1 Voice is difficult to hear and is irritating in manner

Gestures:
4 Face and hand and neck gestures are appropriate for the session
3 There is some head nodding and distractive gestures
2 There is lots of head nodding and nervous gestures
1 The gestures are inappropriate and very distracting

Body Position:
4 The counselor is in a leaning and open position that indicates listening
3 The counselor is open but moves around in a distracting way
2 The counselor is in a closed position and moves body frequently which is distracting
1 The counselor’s position appears nervous and is distracting

Comments:
# Rubric for Case Studies of Ethical Codes

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-3</th>
<th>Good-2</th>
<th>Fair-1</th>
<th>Poor-0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of Case Study Information</td>
<td>There is clear evidence that the student used study information in their responses</td>
<td>There is some evidence that the student used study information in their responses</td>
<td>There is little evidence that the student used study information in their responses</td>
<td>There is no evidence that student used study information in their responses</td>
<td></td>
</tr>
<tr>
<td>The response answered the question</td>
<td>There is clear evidence that the student answered the questions correctly.</td>
<td>There is some evidence that the student answered the questions correctly</td>
<td>There is little evidence that the student answered the questions correctly</td>
<td>There is no evidence that the student answered the questions correctly</td>
<td></td>
</tr>
<tr>
<td>ACA Ethical Codes</td>
<td>The student brought the codes to class with evidence of studying the codes prior to class</td>
<td>The student brought the codes to class but there is evidence that the codes were not studied prior to class</td>
<td>The student forgot the codes but there is evidence the student studied the codes before class</td>
<td>The student forgot the codes and was unprepared to answer the questions</td>
<td></td>
</tr>
</tbody>
</table>