I. COURSE DESCRIPTION:
A competency-based course with a primary focus on the practice and acquisition of specific techniques and interview skills. In addition, this course addresses how these techniques are applied to special topics and issues such as career counseling, group counseling, crisis counseling and family counseling. **Prerequisites:** CNEP 5304, CNEP 5308, CNEP 5319, CNEP 5381

II. RATIONALE
This is one of the core courses within the Clinical Mental Health counseling program. This course provides students within the program to the exposure to and practice applying the basic clinical techniques that promote therapeutic change and optimal functioning for clients from diverse backgrounds. This course is designed to help the student use the knowledge of individual counseling strategies to clarify important roles, activities, processes, and outcomes before proceeding to their practicum and internship experiences.

III. STATE ADOPTED PROFICIENCIES FOR COUNSELORS COVERED IN THIS CLASS ARE THE FOLLOWING:
**Learner-Centered Knowledge:**
1. Counselors learn decision-making models to help learners monitor and understand their own development.

**Learner-Centered Process:**
2. Counselors explain options and use innovative problem-solving.
3. Counselors help learners communicate effectively.

**Learner-Centered Planning:**
4. Counselors help learners set goals with up to date information.

**Learner-Centered Responsive Services:**
5. Counselors help learners transfer learning to other situations.
6. Counselors help learners clarify problems and implement change.
7. Counselors help learners understand the referral process and learn when and where to refer learners.
8. Counselors show learners how to monitor their own progress.

**Learner-Centered Professional Development:**
9. Counselor learns professional ethics and law related to counseling in public schools and community agencies.
11. Counselor learns and studies case studies related to professional counseling.
Equity in Excellence for All Learners:

Learner-Centered Communication:
13. Counselor learns active listening skills, open communication, empathic responding, and conflict resolution.

IV. TEXES COMPETENCIES COVERED IN THIS COURSE

Competency 3: Multicultural respect, learn to respect beliefs and values of others.

Competency 4: Works collaboratively with learners to establish goals and objectives; counselors understand what functions are and are not in demand of school counseling; counselors learn to establish referral system and follow-up.

Competency 5: Counselors teach and encourage learners to develop problem-solving abilities and self-responsibility; counselors design and implement instructional activities that are developmentally appropriate skills like decision-making.

Competency 6: Counselors learn variety of strategies to establish rapport and develop trusting relationship.

Competency 7: Counselors help learners set short-term, intermediate, and long-term goals based on self-understanding and up to date information. Counselors help learners understand factors that influence goals and help learners monitor progress toward goals.

Competency 11: Counselors become familiar with community resources and the referral process.

Competency 12: Counselors learn state and national ethical and legal codes. Counselors become aware of factors that influence one’s professional performance. Counselors are encouraged to attend workshops, conferences, and join professional organizations.

V. COURSE OBJECTIVES AND STUDENT LEARNER OUTCOMES

CACREP Standard II.G.1.d Demonstrates use of self-care strategies appropriate to the counselor role.

CACREP Standard II.G.1.e Understands counseling supervision models, practices, and processes.

CACREP Standard II.G.1.j Demonstrates understanding and application of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP Standard II.G.2.a Understands multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.

CACREP Standard II.G.2.b Participation activities to develop attitudes, beliefs, understandings, and acculturative experiences, including specific experiential
learning activities designed to foster students’ understanding of self and culturally diverse clients.

Understands counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Demonstrates understanding of human behavior theories, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

Demonstrates application of strategies associated with theories for facilitating optimal development and wellness over the life span.

Understands interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

Demonstrates understanding and use of counselor characteristics and behaviors that influence helping processes.

Demonstrates understanding and use of essential interviewing and counseling skills.

Demonstrates application of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions.

CACREP Standards for Clinical Mental Health Standards:
1. CACREP Standard III-C-1. The student will be able to describe 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.
2. CACREP Standard III-C-6. The student will demonstrate their understanding of the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
3. CACREP Standard III-C-9. The student will demonstrate their understanding of professional issues relevant to the practice of mental health counseling.
4. CACREP Standard III-D-1. The student will demonstrate their knowledge of the principles and practices if diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
5. CACREP Standard III-D-2. The student will be able to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders.
6. CACREP Standard III-D-3. The student will be able to apply knowledge of optimum human development, wellness, and mental health through prevention, education, and advocacy activities.
7. CACREP Standard III-D-4. The student will be able to use effective strategies to promote client understanding of and access to a variety of community responses.
8. CACREP Standard III-D-5. The student will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
9. CACREP Standard III-D-6. The student will demonstrate their ability to use procedures for assessing and managing suicide risk.
10. CACREP Standard III-D-7. The student will demonstrate their understanding of current record-keeping standards related to clinical mental health counseling.

11. CACREP Standard III-D-8. The student will demonstrate appropriate counseling strategies when working with clients with additions and co-occurring disorders.

12. CACREP Standard III-D-9. The student will demonstrate their ability to recognize his or her own limitations as a clinical mental health counselor.

13. CACREP Standard III-F-3. The student will demonstrate the ability to modify counseling systems, theories, techniques, and interventions that reflect their understanding of diversity issues.

14. CACREP Standard III-H-3. The student will learn how to screen clients for danger to self and/or others.

15. CACREP Standard III-I-3. The student will demonstrate knowledge of evidenced-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

16. CACREP Standard III-J-1. The student will demonstrate their ability to apply relevant research findings to inform the practice of clinical mental health counseling.

Student Learning Outcomes:

1. You will demonstrate knowledge of counseling a multicultural context as evidenced by successful completion of course assignments (see below).

2. You will demonstrate familiarity with current practices in counseling as evidenced by successful completion of class activities, course assignments, and participation in course requirements (see below).

3. You will develop and demonstrate use of foundational counseling skills (demonstrate selected skills, techniques, and decision-making skills needed to facilitate the counseling process, under supervision) as a result of class demonstrations and participation (see below).

4. You will demonstrate understanding of the ethical issues involved in counseling as evidenced by successful completion of course assignments and group demonstrations.

5. You will demonstrate understanding essential interviewing and counseling skills in such a way that enables them to demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling through in-class simulations and completion of other assignments.

6. You will demonstrate an understanding of the principles of interpersonal dynamics, including process components, multicultural issues theories, counselor roles and behaviors, strategies for wellness and self-care, and therapeutic factors affecting the counseling relationship.

7. You will demonstrate their understanding of the principles of crisis intervention, including assessing and managing suicide risk, disasters, and other trauma-causing events by their responses to class participation activities.

8. You will be able to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders as demonstrated by their responses to class participation role-plays, videotaped role-plays, and answers on an exam.

9. You will be able to apply knowledge of optimum human development, wellness, and mental health through prevention, education, and advocacy activities as evidenced by their discussions within major projects.
10. You 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.

11. You will demonstrate knowledge of evidenced-based treatments and their ability to apply relevant research findings to inform the practice of clinical mental health counseling as evidenced by class discussions, role-plays, and responses within major assignments.

VI. COURSE TOPICS
Goal setting
Integrating skills with theory
Affective techniques
Behavioral techniques
Cognitive techniques
Systemic techniques
Crisis counseling techniques

VII. INSTRUCTIONAL METHODS AND ACTIVITIES:
This course consists of both didactic seminars and laboratory related experiences. Course material will be presented in lectures, supplemented by classroom discussions/online materials, role-play/simulation exercises, and small group discussions that will clarify the material in the assigned text.

VIII. EVALUATION AND GRADE ASSIGNMENT

1. Attendance: Students will attend ALL scheduled classes, more than one absence will deduct one letter grade.

2. Session Notes and Rating Form. Students will turn in typed or handwritten case notes using the general format included in this document for every session with their clients at the beginning of the following class meeting. These notes should be completed using the attached template (one page maximum), be written in third person and include: Your name, the client’s initials, date, day of the week, and time of session, session number and the following information:
   a. Presenting Issue
   b. Intervention
   c. Outcome
   d. Homework
   e. Referrals
   f. Plan

Although these are practice sessions, it is still required that you keep these notes confidential. Please note that if this were a professional counseling site, the notes would be written in the counseling office and would not leave the building. The final case note submitted will be a Termination Report. This narrative report provides an accurate summation of the client’s responsiveness to counseling and to specific types of interventions. The report will be 1-1/2 to 2 pages (single-spaced) in length and will include the following components:

   a. Counselor’s name, date counseling began and concluded, number of sessions
   b. Demographic description of client
   c. Presenting problem(s)
d. Types of counseling interventions used and their effectiveness

e. Client’s reaction to the counseling relationship over time

f. Client’s reaction to termination

Each case note not submitted will results in a 5 point deduction from the points available for completing this course requirement

Session Rating Form

In addition to the session note, students will submit a brief, self-rating form at the beginning of the following class that requires them to estimate their performance along some target evaluation domains. This activity will be completed using the rubric included in this document; other formats will not be accepted.

2. Counseling Packets. Students will submit counseling packets at predetermined times during the semester. Each of the packets will be one document and include the following components in this order:

   a. A DVD or external data drive with the counseling session for evaluation clearly indicated

   b. A short (between five and eight pages) typed, write-up of the session containing:

      a. A brief Session Summary

      b. Case Conceptualization that addresses each of the following:

         i. Statement of presenting issue
         ii. Mitigating Circumstances
         iii. Reoccurring Themes
         iv. Modus Operandi
         v. Needs being met/denied by client’s behavior

   c. Theory-based Clinical Hypothesis: The counselor's theory-based clinical hypothesis regarding why this issue has become a concern for the client at this time. The clinical hypothesis should cite a theorist, not a textbook, and be a summary statement that uses a counseling theory to describe:

      i. How the problem started
      ii. How the problem is being maintained
      iii. How the problem can be mitigated.

   d. Issues to Explore: In the next and subsequent sessions (regardless of whether or not you get the opportunity).

   e. Evaluation: Discuss your development and awareness across three domains:

      i. Counseling Skills: Identify and provide examples of the skills that you consider your strengths and those that you believe need further development.

      ii. Multicultural Considerations: Identify and describe cultural similarities and differences between you and your client. You may address demographics, but more important need to identify and describe relevant attitudes and beliefs, cultural/diversity knowledge, and skills you have about the client’s cultural or worldview that may
influence the student counseling relationship. Given this knowledge or awareness, how are you going to have to monitor or modify your skill delivery.

iii. **Wellness and Self-care:** Identify and describe: (1) perceptions of your own personal wellness through this point as a student counselor; (2) any factors that may contribute to perceptions of resiliency and/or impaired ability to help promote growth in yourself and others; and (3) current strategies for monitoring and maintaining your personal well-being.

f. **Session Transcription.** The written transcripts will be verbatim transcriptions of eight minutes of the counseling session. Within the body of the verbatim transcript include:

a. An indication of what 8-minute time frame the transcript is depicting.

b. **Relational Dynamics:** Interaction dynamics that the counselor was/is aware of and how that impacted what counselor did next and/or conceptualization clues that the counselor realized or now realizes is highly pertinent in grasping underlying issues.

c. "Now I Wish I Had Said" (NIWIHS) statements with Rationale: Include revised statements of underdeveloped or non-facilitative responses to client along with your rationale, where appropriate. Regarding every counselor response that does not include an "IWIHS" statement, the instructor will assume that the counselor would choose to say the exact same thing to the client again if it were possible to redo the counseling session. Be sure to provide an explanation (rationale) for why your facilitative counselor responses were helpful as well.

g. **Progress Note**

3. **Literature Review.** Students will submit two literature review papers (one for each client assigned during the semester) that specifically explores an issue pertinent to the background of the client and/or the client's presenting problem. These papers will be written in **APA style format** (minimum of eight pages; maximum of ten pages) with at least four professional (refereed) journal articles and/or professional books as references; **at least two of your sources must be from an ACA division journal.** Students will submit an electronic copy of the assignment along with electronic PDF or HTML copies of the articles you have reviewed and referenced in your paper. The following sections will be included in the paper:

a. an explanation of why this topic was chosen to research
b. a brief summary of the main points highlighted in the literature;
c. a discussion of how the information obtained fits/does not fit your client and/or client's problem issues; and,
d. a discussion of how this information impacts your treatment plan development, **AND** a description of your treatment plan for this client.
e. It is strongly recommended that students review the APA Publication Manual prior to and throughout the writing process

Literature review assignments will be scored using the rubric included at the end of this document.
4. **Self-Evaluation Paper.** Students will consider their development throughout the semester as conceptualized as occurring across five domains of humanistic development as identified by May (1953): Freedom and Choice, Responsibility, Courage, Love, and Inner-integrity. For each domain please indicate:
   a. Your operational definition of each domain that may be relevant to counselors in your program specialty
   b. Changes within these constructs you have noted within the growth processes of your peer clients and self
   c. How you conceptualize the continued development of these constructs throughout your professional development

**EVALUATION AND GRADE ASSIGNMENT**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Counseling Packets (100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>1 Client-related Literature Review (100 total)</td>
<td>100</td>
</tr>
<tr>
<td>Self-evaluation Paper (75 total)</td>
<td>75</td>
</tr>
<tr>
<td>1 Set of Case Notes &amp; Self-evaluation (75 total)</td>
<td>75</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

Grades are based on the following scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>405 – 450</td>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>400 - 404</td>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>355 - 399</td>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>310 - 354</td>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 309</td>
<td>&lt; 59%</td>
<td>F</td>
</tr>
</tbody>
</table>
### IX. COURSE SCHEDULE AND POLICIES

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ EVENTS/ DUE</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Jul</td>
<td>Introduction and Overview of Course Multicultural Considerations Documentation Intake Interviewing Peer-Counseling Match</td>
<td>O &amp; K Chapter 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prieto &amp; Scheel (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levitt &amp; Jacques (2005)</td>
</tr>
<tr>
<td>8-Jul</td>
<td>Rapport &amp; Relationships Basic Attending Skills Stages &amp; Skills of Counseling Peer Counseling Session 1</td>
<td>O &amp; K Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rogers (1957)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O &amp; K Chapter 3</td>
</tr>
<tr>
<td>13-Jul</td>
<td>Counseling Theories Affective Theory &amp; Intervention Integrating Change Techniques into Relationship</td>
<td>O &amp; K Chapters 5, 6, &amp; 7</td>
</tr>
<tr>
<td></td>
<td>Literature Review Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PCS 2</td>
<td></td>
</tr>
<tr>
<td>15-Jul</td>
<td>Affective Theory &amp; Intervention PCS A3</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EEBY Chapters 6, 12, 13</td>
</tr>
<tr>
<td>20-Jul</td>
<td>Goal Setting Cognitive Theory &amp; Intervention Integrating Cognitive Theory &amp; Core Conditions Cognitive Theory &amp; Intervention PCS 4 Counseling Packet 1 Due</td>
<td>O &amp; K Chapter 4; EEBY Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tursi &amp; Cochran (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EEBY 17, 19, 20</td>
</tr>
<tr>
<td>22-Jul</td>
<td>Cognitive Theory &amp; Intervention Cognitive Restructuring, Self-talk PCS 5</td>
<td>EEBY Ch. 30</td>
</tr>
<tr>
<td>27-Jul</td>
<td>Cognitive Theory &amp; Intervention Cognitive Restructuring, Systematic Problem Solving PCS 6</td>
<td>O &amp; K Ch. 7</td>
</tr>
<tr>
<td>29-Jul</td>
<td>Behavioral Theory &amp; Intervention PCS 7</td>
<td>O &amp; K Ch. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EEBY Ch 22</td>
</tr>
</tbody>
</table>
**Second Counseling Packet Due**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Aug</td>
<td>Termination and Transitioning</td>
<td>Vasquez, Binham, &amp; Barnett (2008)</td>
</tr>
<tr>
<td></td>
<td>PCS 8</td>
<td>EEBY Chapter 3 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Counseling Relationship ends</td>
<td></td>
</tr>
<tr>
<td>5-Aug</td>
<td>Termination Reports Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-evaluation Due</td>
<td></td>
</tr>
</tbody>
</table>

**B. Class Policies**

All assignments should be typed. No handwritten work will be accepted. No late work will be accepted. Attendance and punctuality are mandatory and the responsibility of the student. More than one absence will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor. **All cell phones must be turned off and remain off during class.**

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

**X. TEXTBOOK**


**SUPPLEMENTAL READING:**


XI. BIBLIOGRAPHY


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 a 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.
PROGRESS NOTE

Client Name: ___________________________ Date: ________ Time: ________ Session #: ________

PRESENTING ISSUE (SUBJECTIVE):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

INTERVENTION (BEHAVIORALLY STATED):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

OUTCOME (SUBJECTIVE, OBJECTIVE, PROGRESS STATEMENT):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

HOMEWORK:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

REFERRED:

PLAN:

__________________________________________
COUNSELOR                                  DATE
<table>
<thead>
<tr>
<th>Video tape rating (100 points)</th>
<th>Structure of Session (25)</th>
<th>Y/ N/ NN</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet Client</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Previous Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce Counselor Goals for Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize Session Content/ Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate HW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Microskills (25)</td>
<td>1- 5; NN</td>
<td></td>
<td>Comments</td>
<td>Points</td>
</tr>
<tr>
<td>Body Language and Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Ended Questioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimal Encouragers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Silence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeating Key Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting Feeling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Immediacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing Themes/ Patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript (20 Points)</td>
<td>Y/ N</td>
<td></td>
<td>Comments</td>
<td>Points</td>
</tr>
<tr>
<td>Notations reflect consideration of dynamics within session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIWIHS Comments include rationale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Write Up (20 Points)</td>
<td>Y/ N</td>
<td></td>
<td>Comments</td>
<td>Points</td>
</tr>
<tr>
<td>All Sections Included</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evaluation reflects strengths and growth opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Notes (10 Points)</td>
<td>Y/ N</td>
<td></td>
<td>Comments</td>
<td>Points</td>
</tr>
<tr>
<td>All Sections Completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conveys Session Content/ Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total all Sections
**Literature Review Grading Rubric**

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body of Paper (80 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Explanation of why this topic was chosen to research (10)</td>
<td></td>
</tr>
<tr>
<td>Brief summary of the main points highlighted in the literature (20)</td>
<td></td>
</tr>
<tr>
<td>Discussion of how the information obtained fits/does not fit your client and/or client's problem issues (20)</td>
<td></td>
</tr>
<tr>
<td>Discussion of how this information impacts your treatment plan development, AND a description of your treatment plan for this client (20)</td>
<td></td>
</tr>
<tr>
<td>References represent counseling literature (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Writing (20)</strong></td>
<td></td>
</tr>
<tr>
<td>Format is consistent with APA Publication Manual 6th edition (10)</td>
<td></td>
</tr>
<tr>
<td>Writing style is consistent with APA Publication Manual 6th edition (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
</tr>
</tbody>
</table>