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. TEEXES 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**

**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.
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.

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. The student 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 and their answers on a comprehensive exam.

2. The student will demonstrate their understanding of professional issues relevant to the practice of mental health counseling, including current record-keeping standards, by their responses to class room participation discussions, their answers on an exam, and writing case notes to client sessions shown on DVD.

3. 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 as demonstrated by their responses to class participation role-plays, videotaped role-plays, and answers on an exam.

4. The student will be able to apply knowledge of optimum human development, wellness, and mental health through prevention, education, and advocacy activities as evidenced by their answers on a Black board discussions, comprehensive exam.

5. The student will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling by their responses to class discussion and role-plays.

6. The student will demonstrate appropriate counseling strategies when working with clients with additions and co-occurring disorders as evidenced by their responses to class discussions and role-plays and answers on an exam.

7. 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.

8. The student 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 and role-plays and answers on an exam.
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:
   A. Lecture/Discussion; Black board discussions, Demonstrations; Video; Guest Speakers
   B. Simulations; Student Demonstrations/Role Plays; Training Lab exercises, reflection papers
   C. Case Studies

VIII. EVALUATION AND GRADE ASSIGNMENT

1. Videotapes:

   Each student will enter this course with a unique level of ability to display effective core counseling skills such as listening skills, the ability to reflect and reframe, clarify, ask questions and set goals.

   In order to complete this course, each student must demonstrate a minimum ability to display these core skills, and each student must demonstrate an increase in their skill level throughout the course. There should be identifiable interventions related to specific approaches in each taped sessions.

   Students will select two different counseling approaches; one for each tape. Sessions will be role-plays with assigned classmates.

   The tapes will be 30 minute tapes to help students see their areas of strength and areas for improvement. The tapes will be evaluated by using a “a written critique” along with feedback. Students will be required to have consent forms filled out and signed by their “client” peer.

   Counseling skills that instructor will be looking for are:
   1. Ability to open session in a professional manner
   2. verbal/nonverbal encouragers
   3. ability to define the problem
   4. reflecting of feelings
   5. reframing or restating
   6. clarification of information
   7. opened ended questions
   8. closed ended questions
   9. goal setting
   10. therapeutic techniques
   11. summarization
   12. closing the session
**Confidentiality:** Students will respect and maintain confidentiality. Being actively involved in the class sessions and the small groups may entail some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. You may share with others only your own reactions and understanding, but must avoid using names or identifying information about your classmates.

Students will be expected to do a “Self Assessment of Abilities” with the tapes. Students will answer the following questions for the tapes and turn in these questions/answers.

**Questions:**
1. What do you see as the three things you did best on the tape?
2. What are three things you would most like to change on this tape?
3. What do you see as your three most important areas for growth at this point?
4. What do you plan to do to move forward in these areas for growth? (a plan of action to help you improve)

(Students will have an opportunity to do role playing in the classroom setting and student’s level of demonstrated skill for delivery of the basic counseling skills will be evaluated using the self evaluation sheet provided by the instructor. Students will be instructed in the use of this scale so that they may use it when providing feedback to their in class peers. 10 points)

2. Peer critiques and feedback: Students will critique their fellow classmates’ role play sessions to demonstrate knowledge of interventions and practice delivering appropriate, constructive feedback. Two peer critiques will be submitted. 10 points

3. Classroom participation in role-playing, article critiques, class discussions, and assigned topic presentation. 10 points

4. **A reflective paper on strengths and areas of improvement.**

   **APA 6th edition format**
   Part of becoming a counselor is the development of self awareness as a counselor. You will be required to write a paper that focuses on “you as a counselor”: your reasons for choosing this profession, what you believe the profession will give to you and what you believe you will give to the profession. There is no right or wrong way to write this paper. You are simply sharing your own personal thoughts on how you see yourself “as a counselor”. Here are some suggestions on what you may want to include in your paper:
   
   a. Personal values that might affect your ability to work with specific populations
   b. What you believe are your current strengths and areas of weaknesses in regards to your basic counseling skills such as your active listening skills, your clarification skills, confrontation skills and so forth
   c. Any personal concerns regarding your development as a counselor including an assessment of your own personal characteristics that may help or hinder your development as a counselor.
   d. **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.

e. 4-5 page paper with cover sheet.
f. Citation and reference page with at least 1 peer reviewed journal article that support your preferred theory.
   **Worth 10 points**

5. **Black board discussion 10 points**

   **NOTE**: Black board discussions are only open for 1 week (MON through MON). I will not reopen once closed.

6. **Orientation Discussion**: Under Black board blog tab. Students must post 3 times to the Orientation Discussion found under the discussion tab on Learn 9. Students must post: 1) an introduction, including your name, degree track, and where you live; 2) statement of understating related to the syllabus, 3) one reflective response to another students’ post. See the attached rubric for guidelines on posting; complete responses to this discussion are worth 10 points.

7. **HIPPA Risk Management Group Poster Presentation**: Students will collaborate in groups of 3-4, to provide informational materials on HIPPA phase 2, regarding risk management. This will be presented to the class along with an oral report.

8. **On Line final examination**
   **Exams**: One comprehensive exam will be given to assess students’ knowledge of material from texts, handouts, and class lectures and discussions. The exam will be posted on line. Test will be 100 questions (multiple choice/true and false and each question will be worth 1 point)
   100 points

9. **Professional Disclosure Statement Paper**:
   In APA 6th ed format
Compose a professional disclosure statement similar to what you would provide to clients in a community setting either as a direct provider of counseling or as a potential consultant. Your statement should include:

a) Your name, qualifications, competencies, and professional affiliations;
b) A short description on your view of counseling, emphasizing what you think a client should know about the counseling process;
c) Your theoretical orientation, including interventions you are likely to use;
d) Potential risks and benefits of counseling;
e) Your rights and responsibilities;
f) Client rights and responsibilities;
g) Statement on confidentiality, including the limits of confidentiality;
h) Accountability information for the client should he or she wish to complain about your service, including contact information for pertinent agencies.
i) HIPPA and confidentiality
j) Your fees

This assignment is worth 20 points

Method of Evaluation and Grading:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points</th>
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<tbody>
<tr>
<td>Video and self assessment #1</td>
<td>15</td>
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<tr>
<td>Video and self assessment #2</td>
<td>15</td>
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<tr>
<td>Peer critique #1</td>
<td>5</td>
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<tr>
<td>Peer critique #2</td>
<td>5</td>
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<tr>
<td>Class room participation</td>
<td>5</td>
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<td>Bb discussion</td>
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<td>Orientation blog</td>
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<td>HIPPA poster presentation</td>
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<td>Reflection paper</td>
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<td>Comprehensive Exam</td>
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<td>Professional Disclosure Paper</td>
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<td><strong>Total:</strong></td>
<td><strong>200</strong></td>
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180-200 = A
160-179 = B
140-159 = C
139 and under: failing
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>8/31/15</td>
<td>Course Overview and Expectations Meet in classroom</td>
<td>ASSIGNMENTS:</td>
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<tr>
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<td>1) Blog on Black board: Introduce yourself to the class, due.</td>
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<td>2) Have your computer accounts activated so that you will be able to log in</td>
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<td>to the computers in the library teaching lab. You can go to the IT web</td>
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<td>site, <a href="http://it.tamu.edu">http://it.tamu.edu</a>, to do this, if you haven't already done so.</td>
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<tr>
<td>9/7/15</td>
<td>LABOR DAY HOLIDAY</td>
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<tr>
<td>9/14/15</td>
<td>Developing Counseling Goals; Defining Strategies &amp; Selecting</td>
<td>Textbook: Chap 6 &amp; 7</td>
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<td></td>
<td>Interventions</td>
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<td>MEET AT LIBRARY #109 at 6 PM</td>
<td>CHECK YOUR Bb DISCUSSIONS</td>
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<td></td>
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<td>Creation of peer to peer counseling groups for course videos.</td>
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<td>9/21/15</td>
<td>Affective Interventions.</td>
<td>Textbook: Chap 8;</td>
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<td></td>
<td>Role Play Demonstrations</td>
<td>Blackboard; race, ethnicity, and culture during the counseling process</td>
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<td>Creation of HIPPA group poster presentation, 10/12/15</td>
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<tr>
<td>9/28/15</td>
<td>Crisis Counseling and Suicidality</td>
<td>1) TBA</td>
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<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<td>3) Professor will provide an educational power point on how to make a</td>
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<td>submission to a professional conference and how to prepare a poster</td>
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<td>presentation</td>
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<td>Activities/Assignments</td>
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<tr>
<td>10/5/15</td>
<td>Cognitive Interventions</td>
<td>1) Textbook: Chap 9</td>
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<td></td>
<td>Role Play Demonstrations</td>
<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<tr>
<td>10/12/15</td>
<td>HIPPA GROUP POSTER PRESENTATIONS</td>
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<td>10/19/15</td>
<td>Behavioral Interventions</td>
<td>1) Textbook: Chap 10</td>
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<td>Role Play Demonstrations</td>
<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<td>3) VIDEO 1 DUE</td>
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<td>10/26/15</td>
<td>Behavioral Interventions</td>
<td>1) TBA</td>
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<td>Role Play Demonstrations</td>
<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<td>3) REFLECTIVE PAPER DUE</td>
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<td>11/2/15</td>
<td>Systemic Interventions</td>
<td>1) Textbook: Chap 11</td>
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<td>Role Play Demonstrations</td>
<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<tr>
<td>11/9/15</td>
<td>Systemic Interventions</td>
<td>1) TBA</td>
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<td>Role Play Demonstrations</td>
<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<td>3) Peer critique #2 due</td>
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<tr>
<td>11/16/15</td>
<td>Solution-focused Interventions</td>
<td>1) TBA</td>
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<td></td>
<td>Role Play Demonstrations</td>
<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<td>3) VIDEO 2 DUE</td>
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<tr>
<td>11/23/15</td>
<td>Narrative approaches</td>
<td>1) TBA</td>
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<tr>
<td></td>
<td>Role Play Demonstrations</td>
<td>2) CHECK YOUR Bb DISCUSSIONS</td>
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<td></td>
<td>Exam Review</td>
<td>3) Professional Disclosure Paper Due</td>
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<tr>
<td>12/1/14</td>
<td>On Line Final Exam</td>
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**B. 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.

**10. TEXTBOOK**

**APA 6th edition**

**Additional Reading:**

Supplemental reading material will be provided by instructor.

11. BIBLIOGRAPHY


**Course Requirements and policies:**

1. **Attendance and active participation** (This includes face to face in class and online through blogs and weekly discussion boards). Participation are a necessary and vital part of the course. Active participation includes attending each class session, completing reading assignments prior to class sessions, and participating in peer observation and peer counseling and contributing substantive feedback. Chronic absence (see attendance policy in syllabus) from this class and/or nonparticipation will result in a meeting with the professor and possible dismissal from the course.

   PLEASE EMAIL PROFESSOR IF YOU ARE UNABLE TO ATTEND CLASS.

   This class is an experiential and interactive course that requires a student to be present and to participate. This is the process required to learn the counseling techniques that will be taught in this class. Missing classes means missing the techniques presented with no opportunity for re-do.

   **Cell Phones:** Turn your cell phones off during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class. This includes during the transition from the classroom to the laboratory.

2. **Paper and Assignment Policy:**

   Students are given ample time to do all assignments and due dates are posted on the syllabus. Late turn in of assignments will affect your grade. If you are having difficulty with the assignment it is your responsibility to let the professor know, and to see how this can be resolved.

3. **Incomplete:**

   Incompletes are highly discouraged due to the nature of the requirements of this course.

4. **Dropping Course:**

   If you decide not to attend this class or find yourself doing poorly, it is your responsibility to drop the class. Faculty is not responsible for dropping students from a
course. If you do not drop the course you run the risk of receiving a letter grade at the end of the semester. **CHECK THE SCHOOL CALENDER FOR DROP DATES.**

**5. Availability of the Instructor:**
The instructor is available to you by phone, email, or by personal appointment to discuss your progress in the course or to answer any questions you may have about course content and requirements. You can expect a response to emails messages within 48 hours or less, during the week day.

**6. Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**7. Miscellaneous:**
Cell phones, IPODS, IPADS and other technological hardware are to be turned off when entering the classroom. If you are on call, please use the vibrating component on your cell phone and return calls during break. PLEASE, NO TEXTING DURING CLASS.

Attendance is very important in this class. Surfing and texting during class time is unacceptable and students will be asked to turn off their electronic devices if the instructor sees the student engaging in this behavior.

**8. 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 Rule13.02.99.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](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.

**9. 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.

Rubric for Student and Peer Critique of Videotapes
CNEP 5375

Student Name:_____________________________
Peer Name:________________________________
Theory technique being presented___________________________
Tape # ___

Please use the following rating scale of 1 to 5 with 1 being low and needs improvement and 5 being superior in techniques and skills.

1. Maintains appropriate eye contact _____
2. Posture is relaxed ______
3. Voice tone and facial expressions are generally warm and pleasant and communicate caring and involvement. ______
4. Demonstrates listening skills by restatements and reflections.__________
5. Uses appropriate questioning. __________
6. Provides client with insight through interpretation from the counseling model being taped __________
7. Sets appropriate goal with the client ________
8. Provides client with treatment rationale and purpose of the strategy __________
9. Gives an overview of the strategy/strategies __________
10. Checks client’s understanding and willingness to perform the strategy in session and as homework______
11. Instructs client on how to perform the strategy/strategies __________
12. Models task and provides self guidance __________
13. Helps client perform the strategy in session __________
14. Assigns homework __________

Additional Comments:

Particular strengths of counselor:
Suggestions for additional improvement:
Rubric for Reflection Paper
CNEP 5375

CONTENT: 80%
  Are current strengths identified?
  Has progress been made in development of techniques?
  Has the student identified current areas in need of improvement?
  Are areas of personal/professional growth and awareness identified?
  Is there a plan to address professional development needs for practicum?

Organization: 10%
  Does the paper flow smoothly, with a clear and logical progression between paragraphs?
  Does each paragraph have a central idea?
  Is the paper easy to follow?
  Is there an introduction and conclusion that fit the paper?

Grammatical Style: 10%
  Are there grammatical or spelling problems?
  Is the writing style clear?
  Are sentences coherent?
  Are the basics of APA style followed?