

# COUN 208

## Handbook

This Handbook is designed for students taking Coun 208 as a core course for Specializations in Marriage & Family Therapy, Counseling & Student Services in K-12 and Higher Education.

The MS in Counseling, MFT option program at CSUF is accredited by the Council of Accreditation for Counseling & Related Educational Programs (CACREP).

Department of Counseling, Special Education, and  
Rehabilitation

**Kremen School of Education and Human  
Development**  
California State University, Fresno

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## INTRODUCTION AND COURSE OVERVIEW

### Course Description

This course offers supervised, on-campus counseling experiences with selected clients. Students gain experience in individual counseling, critiquing of recorded sessions and typescripts, observations, case consultation and case report writing. Issues of gender, ethnicity, class, sexual orientation and disability as they impact the counseling process will be explored. This course consists of two hours of seminar and four hours of lab experience. Course material will be presented using systematically varied instructional models including lecture, student discussion, role play, case studies, student presentations, demonstrations, didactic instruction and assigned readings. Lab activities will include conducting individual counseling sessions, observing other students, reviewing recorded (audio/visual) sessions and case consultation.

This course meets the CACREP standards for the development of professional orientation and ethical practice with specific emphasis on Standards Section II G 1 d, e, f; 2 a, b, e, f; 3 c, e, f; 5 a, b, c, d, g; Section III F 1, 2, 3, 4, 5; Practicum standards F1, 2, 3, 4, 5

### Course Goals and Objectives

- A. To provide you with opportunities for the application of theoretical and technical knowledge of the principles of individual counseling gained from prior experiences directly or indirectly associated with the counselor education program through a minimum of sixteen (16) actual counseling sessions plus additional role-playing and taped sessions.

Through engaging in a counseling relationship with clients from diverse backgrounds, including ethnic, cultural and life-style differences:

- i. Students will increase their sensitivity to the needs of special populations.
- ii. Students will be able to integrate this sensitivity with their personal counseling style.

CACREP Section II G 2-a,b,c, d, e, f; 3-e, f; 5a Marriage, Couple, & Family A2, F1, 4

- B. To demonstrate sufficient mastery of the “core-conditions” associated with the person-centered model of counseling. Demonstrating the use of the core conditions are:
- Sufficiently communicating unconditional regard for your client.
  - Sufficiently communicating respect for your client’s ability to find his/her own solutions to presenting concerns.
  - To identify and respond accurately to client's feelings thereby displaying the core condition of empathy.
  - Sufficiently communicating genuineness to your client.
  - To deal with here-and-now feelings and facilitate the client's dealing with immediate experiencing; also to deal with the core condition of immediacy of experience in the relationship between the counselor and the client.
  - To know when and how to use the core condition of confrontation appropriately, and how this furthers client growth.

- To know when and how to use the core condition of facilitative self-disclosure.  
CACREP Section II G1-h; 5a, c; Couple, & Family A7; B 2, H 1
- C. To demonstrate sufficient mastery other listening skills:
- Summarizing skills.
  - Paraphrasing skills.
  - Use of “open-ended” questions when appropriate
  - Recognizing and appropriately acknowledging clients’ non-verbal and para-linguistic communications.
- D. To actively participate in feedback sessions and collegial support.
- E. To be able to incorporate supervisor feedback to improve counseling skills continually throughout the course.
- F. To engage in a personal assessment of attitudes and behaviors that both strengthen and undermine their therapeutic alliance with clients and will initiate the necessary corrective action. CACREP Section II G1-d; 5 b
- G. To understand and apply the legal and ethical principles that govern the counseling profession as prescribed by the ACA and related entities.  
CACREP Section II G1-j
- H. To submit case documentation at professional level. CACREP Section II G5d
- I. To identify appropriate referral resources for clients.  
CACREP Marriage, Couple, & Family A2, F2
- J. To recognize and seek consultation when confronted with issues such as crisis, safety, legal and ethical dilemmas presented by your clients.  
CACREP Section II G1-j, 5-g Marriage, Couple, & Family A7; B 1

## COURSE REQUIREMENTS

### Assignments and Activities

Depending on your instructor, you may be required to complete all or most of these activities. Refer to your course syllabus for specific assignments required by your instructor.

### Assigned Readings:

Students may be responsible for reading assigned portions of a text. If so they must come to class prepared to discuss materials assigned for that day.

### Clinical Case Presentation:

Students may be required to present an in depth case conceptualization and treatment plan to the class. A case presentation should include an overview of client’s background, treatment history, presenting concern(s), current level of functioning, a conceptualization or overall assessment of the case and planned course of treatment.

### Ethical Dilemma Responses:

Based on students’ understanding of the ACA Ethical Guidelines, students may be asked to prepare verbal or written responses to sample ethical dilemmas. Students are

given a few days to develop their responses and therefore need to be familiar with the standards guiding counselors' professional practice.

#### Activity Log:

Each student will be required to complete and turn in a copy of the Activity Log (see Appendix B). Most of you will only be doing Individual Counseling.

#### Case Write-Ups:

Students may be required to complete case write-ups for each or many of their counseling sessions. In some cases, after several adequate case write-ups have been completed, students may be allowed to reduce the number of case reports written to one first session report, one case summary and brief session notes for each client. A case summary is required for each client. See Appendices N and O for sample write-up and case summary formats.

#### Observation Critiques:

Student will be required to observe and critique a minimum of twenty (20) counseling sessions for a total of 800 minutes (40 minutes per session) of other counselor trainees. After the observation, the observer and counselor should plan to meet for at least ten (10) minutes to exchange both verbal and written feedback. The observer is responsible for getting the report to the counselor who will keep the reports for review with the supervisor. It is important to remember that when observing a counseling session, written feedback must be given to the counselor. This type of feedback is often more helpful than just verbal feedback based on a sketchy recollection of events. In addition, counselors can use written feedback to augment their audio/video tape session reviews. Students will be expected to have completed 400 minutes of counseling session observation at mid-term review and 800 minutes by the final evaluation. See Appendix j for a sample Observation Rating Form.

#### Counseling Competency:

Students will be required to function as counselors in forty (40) minute sessions that are taped and critiqued. A minimum of sixteen (16) sessions will be required in order to receive credit for the course. Sessions will begin ten minutes after the hour in accordance with CSUF classes. Before beginning to see clients, students will be expected to demonstrate the ability to apply ethical standards to cases and to describe, discriminate and demonstrate the seven core conditions of counseling.

#### Evaluation of Supervisors (Instructor & Intern(s)):

Students will be required to evaluate all of their supervisors. This includes the instructor and one or more of the interns. Please see Appendix H for the evaluation form.

#### Typescripts:

Students may be required to complete one or more typescripts during the semester. Typescripts will consist of a verbatim account of five (5) minutes of counseling. The typescript will be typed in two columns with the text of the session on one side and students' comments regarding accuracy, effectiveness and possible better responses

on the other side. Typescripts should illustrate five minutes of counseling that needs close scrutiny and work and are for the purpose of sharpening students self-critiquing skills.

#### Group Sessions:

Students will be required to participate in class group sessions. Topics may include general class concerns, improvement of counseling style and technique and personal issues as they may relate to students' counseling effectiveness. During counseling training, many personal and challenging issues arise and group sessions will be used to address these.

#### Counselor Journal:

Students may be required to keep a journal of their experience during the semester. This journal will be read by the instructor, but will remain confidential.

#### Professional Behavior

Students will maintain a strict degree of confidentiality as outlined in the ACA Code of Ethics. All students are required to adhere to this Code of Ethics for the protection of their clients and to develop a strict ethical responsibility for their behavior in this course. Client issues and treatment strategies will be discussed freely among ourselves during the course, but client problems and strategies will NEVER leave the confines of the laboratory or other designated areas of discussion. Similarly, issues of individual students or supervisors will be protected under the same guidelines. At the end of the course, all materials containing client's full name will be turned in to the supervisor, to be held for one semester, then destroyed. All audio and videotapes will be erased at the end of the course. Students will be responsible for erasing audio tapes with their own facilities. The supervisor will erase all videotapes except those supplied by students, which students will erase.

In addition, students are required to maintain a professional relationship with clients at all times. Absences should be scheduled well in advance when possible. Students must notify their clients and instructor of impending absences prior to appointment time. Non-notified absences with clients waiting are considered "unethical and unprofessional" behavior. Please do not let this happen to you. Students are responsible for beginning and ending all counseling sessions on time. Students are also responsible for presenting a professional physical appearance and dress as well as attitudes and behaviors that reflect a respect for and valuing of the client.

#### Ethical Standards

Students are responsible for maintaining ethical behavior at all times in accordance with the Ethical Standards set forth by the American Counseling Association. A primary concern for Students must be to protect the rights and well being of their clients without exception.

#### Liability Insurance

Students must furnish proof of liability insurance coverage to the instructor. Currently students are insuring with California Association of Marriage and Family Therapists and the American Counseling Association. Your instructor will provide further details.

## GENERAL PROCEDURES

### Audio/Video Recording Procedures and Equipment

All counseling sessions will be audio and/or video taped using the taping facilities provided. Students will review recordings weekly and use them in writing case write-ups, session notes, and summary reports. Students will record all sessions.

### Equipment

Students will be required to furnish their own flash drive. A 4Gb Flash Drive that is USB 2.0 compatible is recommended. All sessions will be recorded on DVR and/or audio recorder. **WARNING:** Students will be held responsible for the protection of client confidentiality. In other words, don't lose your flash drive.

### Video Recording Critique Session

The objective of the videotape/audio tape critique session is to allow you to:

- 1) systematically analyze your own counseling process.
- 2) present to instructor your observation and self critique of critical incidents.
- 3) present an example of your strengths as well as areas needing improvement.
- 4) identify specific client and/or counselor issues you would like some assistance with.

Pick one or two 5 minute segments to view and discuss.

## Maintaining Client Files

Students are required to maintain a Client Progress Folder for each client. Progress Folders will contain: Counselor Evaluation Reports, Case Write-Ups, Written feedback from peers, Permission to Tape forms and any other relevant client paperwork. These folders must be kept strictly confidential and will be reviewed by Instructor at Mid-Term and Final Evaluations.

## Guidelines for Typescript

Typescripts have a specific purpose: to record a planned, purposeful interaction with a client. The typescript should include everything that happens between you and the client, and a meaningful analysis of this interaction.

### A. Selection

1. Select a five-minute segment from any portion of any session that you choose. Select a session that you feel you will learn the most from.
2. Select a session in which there is sufficient counselor/client verbal interaction; avoid non-counseling content.

### B. Recording Reproduction

1. Accurately reproduce (type) the segment of the tape; include all significant dialogue, facial expressions, mannerisms, pauses, repetitions, laughter, etc.
2. Type the dialogue on the left side of the paper first. Then, matching corresponding adjacent lines, type in your comments on the right side.
3. Leave margins on all sides for supervisor comments.

### C. Cover Sheet

1. Give a brief description of the client and a summary statement of the client's present state and desired state.
2. Specify session where this specific dialogue took place.

### D. Analysis

1. In your analysis identify the nature of your intervention and the outcome. This should include comments regarding core conditions as well as other intervention techniques.
2. One of the purposes of the typescript is to develop self-correcting behaviors, so evaluate your responses and give rationale for what you did or what you could have done or said differently.



TYPESCRIPT (EXAMPLE)

COUNSELING INTERVIEW COVER SHEET

The client is a single 20-year-old, Caucasian female. She is a full-time student who lives with her parents and works two part-time jobs. The client is well groomed and casually dressed. She converses easily yet appears anxious at times playing with her hair and shifting in her chair.

Presently the client is experiencing trouble in her dating relationships due to the expectations she feels from her boyfriends. The client feels a real need to please others, yet she has been hurt by giving so much of herself and not having her needs met in return. The client would like to establish some boundaries for herself in relationships and to establish a relationship that is mutual with both parties getting their needs met.

This dialogue took place early in the second session.

## Interview

C1 Part of me looks at that and I'm like – okay, step back, and so last – let's see, was it January 9<sup>th</sup> I just decided no serious commitment, nothing, you know, I don't want no, quote – boyfriend – I hate that word, umm (when you're 20 it just doesn't sound right).

T1 Um-hum

C2 Umm, because that's what I've had since I was 16, in one relationship and out. Umm, 16 – I had a year-long relationship. Then I had a year-and-a-half before I started seeing these two.

T2 What made you throw up your hands and say no more boyfriends?

C3 It's a hassle.

T3 It's a hassle.

C4 So, guys are just – they're a dime a dozen. I have no trouble getting them. (Client is moving hands up and slapping legs.)

T4 Um-hum.

C5 So, this is like I know I'm never going to be alone. I'm not going to be one of those anxious – right now I'm working on me so why, why worry about Billy and why worry about, you know,

all the exes, and if they're still around, they're still around. It's me, I'm not.

## Comments

C1 Client is describing her desire to stop her dating relationship.

T1 I'm wondering why. Could try CC, e.g. "Say more about what makes it not sound right to you?"

C2 Client has felt a need to always have a boyfriend.

T2 Used CC.

C3 Client seems somewhat angry.

T3 Try E: "You sound kind of angry about it."

C4 Client is angry.

T4 Try I/SD/CC: "You're slapping your legs. I'm wondering what's making you do that."

C5 Client seems to be trying to convince herself that she isn't lonely and hurt.

it sounds like you find yourself pretty unfulfilled in relationships.

C11 Um...

T5 What's the you you're working on?

C6 The inner me, and the future and stuff and... (The client is getting quite emotional – her upper lip is shaking.)

T5 Used CC and very personalized.

T6 Your lip is shaking here. What's happening for you right now?

C6 Client seems unsure of what she wants.

C7 I don't know, that was probably just my cold. I've had a migraine right up here. It's probably just the cold.

T6 Helpful use of I/CC.

T7 Um-hum

C7 The client did have a cold, but may not have wanted to acknowledge emotion.

C8 All during my English class – migraine.

T7 I'm thinking...my immediacy didn't work to help her see what was happening.

T8 Um-hum

C8 .....

C9 And it's just from the sinuses.

T8 Try E for her physical pain: "So you're really not feeling well."

T9 Um-hum. Not having, not having some emotions kind of coming up there since you're talking?

C9 .....

C10 No, not this time

T9 Try E: "It seems like you're really sad that you've spent so much time working on relationships and not on taking care of yourself."

T10 Not this time. Okay. So, boys, guys are a dime a dozen and you really –

C10 I'm not sure what was going on for the client. She may not feel safe with me, she may not be aware of her emotions, she may have a mindset to get these sessions over.

T10 Used E.

T15 He wanted to have a physical relationship and...?

C11 I could have used more silence here to give the client a change to reflect.

C16 No – it was, um, taking it onto yourself when it isn't going to be forever.

T11 ..and ready to just say, "How can I be fulfilled in me?"

T11 Used CC, but I'm filling up space and could instead slow down. This client contradicts herself, and I do feel a need to clarify so I don't get lost.

C12 Um-hum. I'm sick of being in relationships and all that junk. I'm only 21, and who cares about right now, and guys...if they're around, they're around.

C12 Client seems angry or frustrated again.

T12 Junk, what does that mean for you?

T12 Used CC.

C13 Well, not junk.

C13 The client seems offended by my question and then realizes that she used the word junk.

T13 All that junk

T13 I restated with the same tone as she used for emphasis, and she seemed caught off-guard. I still think this was helpful.

C14 Umm, all their problems coming down. You know the...um, how, how would I put it...we'll use my last boyfriend, umm...Brian wanted the commitment without the commitment.

C14 Client seems vague. Perhaps it's hard for her to state what she means directly. I wonder if she's somewhat embarrassed to discuss this.

T14 Um-hum.

C15 Let's see. And, um, having that commitment without really having the commitment.

T14 Encouraging her to continue.

C15 I'm wondering what this means.

T15 Made the mistake of interpreting her meaning. Try CC: "What do you mean wanted commitment without the commitment?"

C16 I'm still confused...taking what onto yourself?

T16 He wanted you to meet all of his needs, but he wasn't really ready to be committed.

C17 Um-hum. (Client is feeling emotions.)

T17 Is that the way it was?

C18 Um-hum. (Client is holding her breath.)

T18 So you felt used?

C19 Um-hum.

T19 Felt you were being taken advantage of?

C20 Um-hum. Yeah, that's why I broke up with my last one. He was a real jerk about it, too.

T20 It's really painful

C21 Yeah, he's a jerk. What can you say when they're jerks.

T21 Um-hum. So he used you and you felt really...?

T16 Attempt to clarify what she was saying. Touched her at a feeling level. However, depersonalized and judged by talking about him. Try SD/CC: "I'm confused. Say more about taking it onto yourself when it wasn't going to be forever."

C17 I want to stay with her emotions here.

T17 Helpful for clarifying if guess was correct. I should have used a long silence following here.

C18 ....

T18 Used E.

C19 .....

T19 "were being" depersonalized and judged him. This, along with all of my talking and lack of space for reflection helped get her out of her feelings.

C20 Client is moving into feeling anger and away from the pain she was feeling.

T20 Used E. The use of silence following or maybe some instruction to close her eyes and pay attention to her feelings might have been helpful here.

C21 ....

T21 Need to be careful not to judge and depersonalize by saying “he used you.” Try E: “You felt used.”

C22 Yeah, I didn’t really look at it as being used at first. At first I thought there was more of a commitment there than there actually was. (voice shaky)

T22 Um-hum.

C23 Actually, I think there was more of a commitment there and he got scared from it, and he ran. (out of the emotion)

T23 Um-hum.

C24 And that’s sort of what I am doing right now so I can’t be angry with him about it, because I saw myself getting into a relationship with Kelly. I saw how similar he is to Billy, and (clap)

step back for a second just to really get a look at it. Don’t really have to get into a relationship right now.

T24 So you were in this relationship with Brian and...

C25 was...

T25 ...you were in. And you felt really hurt, and used, and abandoned; and your relationship with Billy, that was a hurtful one, too.

C26 Um, yeah, because I really did believe in that one.

T26 And then this other one reminds you...

C22 Client began to get cognitive here, thinking about being used.

T22 Try I/CC: “Stay with the feeling here...what’s happening for you right now?”

C23 Client is totally cognitive here.

T23 Could have tried I/E here: “A minute ago, when you were talking about your feelings, your voice was shaky like you could cry; but now you seem to have pushed those feelings down.”

C24 .....

T25 Used E for her past feelings.

T24 Depersonalized and went into “the story” here. Try E: “So you’re saying you got scared and are running now?”

C26 The client then moved back towards the feelings.

C25 I interrupted her.

T26 I could have used silence here.

C27 Um-hum.

T27 ...of Billy and so that's scary and so you find yourself pulling back. Sounds like, sounds like you've been hurt.

C28 Um-hum.

T28 ...quite a bit in relationships.

C29 Yeah.

T29 That would make me want to throw my hands up and say forget it, too.

C27 ....

T27 Need to be careful not to judge by saying "you've been hurt." Could have used silence here...slow myself down and not feed the client the words so much.

C28 .....

T28 Completing my thought.

C29 .....

T29 Helpful use of SD.

## ANALYSIS OF INTERVIEW

The core conditions used included empathy, concreteness, immediacy, and self-disclosure. I also believe I was genuine throughout. Through the use of these core conditions, the client seemed to get a little more in touch with her feelings. Although I showed respect for the client's values and strengths, I need to be careful not to make statements that disrespect/judge people the client talks about. I need to monitor my own feelings about others' behaviors, and remember to leave them out of my responses, especially if I feel judgmental. I could have tried confrontation to note the discrepancy in that she said she doesn't want a relationship right now in order to focus on herself, but later said she got scared and was running from the relationship. Consistent, gentle confrontation might help this client break through her apparent denial. I think my own pressure to respond and show understanding of the client's situation kept me from allowing silences that might have been helpful for the client to stay with her immediate experience and feelings.

Overall, I believe this portion of the session was somewhat helpful to the client. My strongest skills were empathy and immediacy. Working at leaving others out of my responses would help me personalize more and also help me avoid judgment. Avoiding responding to the client's "story" would improve the session, as that tends to lead the client back to others and into her head. As suggested earlier, allowing for more silence and the use of confrontation would also improve the session.

## Instruction for Keeping a Journal

1. Keeping a Journal is a required part of your practicum experience.
2. Purposes: The log serves several purposes. First, it becomes another way for you to communicate with your supervisor. There are so many aspects to learning to counsel that it is difficult to keep track of them all. Many times questions will occur to you when you do not have the opportunity to discuss them; noting them in your log keeps them from being forgotten, and it gives your supervisor a chance to respond. Reactions to what takes place in the practicum group or to interactions with classmates or interns or supervisor can be noted in the log. Many times you will find reason to be in opposition to what you hear and see, the log is an appropriate place to voice your position, if the opportunity to do so orally does not present itself.

Second, it is a depository for your learnings about the skill and art of counseling. Put your notes in it, whether they come from the class experience, your own thinking, or from your readings.

Third, it should contain your ongoing evaluations of your own development as a counselor. Discuss yourself, your counseling behavior, your feelings, the personal problems you encounter as you try to develop counseling skills, your interpersonal behavior, your achievements.

Fourth, it should contain your thinking about your own goals: learning goals, client-related goals, and professional goals.

Fifth, it is a place for you to ruminate about your client or clients. The diagnostic process is one of continual re-analysis, and your log is a good place to think through whatever evidence is presented in counseling.
3. Some guidelines: Write in your log for your own sake. If it is well done, it will become of lasting value to you after the course is over. It is your personal record of all that has gone on in the course. Do not write to impress your supervisor. The log is not seen as busy work. What goes in it should be of worth to you: Question the meaning of your entries.
4. Format: The log is not seen as polished prose. It is basically a notebook. Therefore, rewriting is unnecessary. Type or write legibly. Use only one side of paper. Leave wide margins for supervisor comments.

5. How much? There is no limit on amount. Make at least one entry a week and write all you can think of at that time. React to each class meeting, group meeting, client session (but do NOT rehash session, give reaction). Date your entries and keep up to date. It is a good practice to set aside a time or times when you can work on your Journal undisturbed. Leave spaces between entries.
6. Who reads it and when? Only the instructor will be reading the Journal. The content of course, will be kept confidential to insure your privacy and encourage as much freedom of self-expression as possible. Journals will be submitted to the instructor two times during the term.

### Emergency Procedures

If you suspect abuse of any kind, suspect client is severely depressed, suicidal, pathological, or in need of medication, immediately call the instructor.

## **EVALUATION**

Refer to your syllabus for the specific grading criteria and evaluation procedures used by your instructor.

Each student will meet individually with his or her instructor both at the mid-point of the semester and at the end of the semester. At these sessions the instructor will review student's progress and highlight areas for further improvement.

While evaluation of student progress is an ongoing activity, a Clinical Review Committee is charged with reviewing student progress at two critical points in the program. Initially, students enrolled in the Individual Practicum (COUN 208) are evaluated for appropriate progress and appropriate professional predisposition by the clinical staff. Typically, the students enrolled in the COUN 208 course are in their second or third semester of the program, which translates to six to twelve units into the program.

The process includes a review of the students' files and oral evaluation by faculty members. Results of the review are documented in the Students' file and kept locked in the departmental office. At times, a personal interview with the student is necessary and a formal meeting with the Clinical Review Committee is conducted. The student is informed of his or her deficiencies and a plan for remediation is developed, written, signed by the student and faculty members of the Clinical Review Committee and placed in the student's file. A follow-up meeting is conducted at a future date. If a conflict between a faculty member and a particular student is present, the faculty member may abstain from taking part in the interview process.

## MEMORANDUM OF UNDERSTANDING (MOU)-Example

At mid-point, should there be any areas an instructor determines need attention that could impede student's ability to demonstrate sufficient skill to receive a B or better, the instructor will prepare a Memorandum of Understanding for the student to clarify all areas that need attention to receive a B or better. The following is an example of what the MOU may look like. However, specific areas to be addressed will differ according to the unique situation of a student.

It is our mutual understanding that in order to fulfill the requirements for a grade of B or better in COUN 208, the student must achieve the following criteria:

### A. COUNSELING COMPETENCE

1. Demonstrate consistent improvement in the core condition of **Empathy** through:
  - a. Increase in the use of accurate and specific empathic reflections of feelings.
  - b. Decrease in responses/questions which encourage clients to intellectualize or otherwise interpret, relate to behaviors of others.
2. Demonstrate consistent improvement in the core condition of **Respect** through:
  - a. Significant progress toward fully eliminating judgmental/evaluative responses regarding feelings, behaviors and attitudes of clients and others clients talk about.
  - b. Significant decrease in the use of rhetorical and otherwise closed questions which may direct the session and can imply disrespect for the client's ability to take charge.
  - c. Significant decrease in responses, which may assign responsibility for client's feelings to other people's actions that, can undermine client's personal power.
3. Continue to demonstrate improvement in the core condition of **Concreteness** through:
  - a. Decrease in the use of closed questions which may cut off in-depth, concrete exploration by clients.
  - b. Increase in the usage of feelings vocabulary by volume and variety to help clients clarify concretely what is expressed in vague and general terms.
4. Consistent improvement in the core condition of **Immediacy** through:

- a. Increases in responses that reflect and encourage client exploration of in-session behaviors.
  - b. Decreases in responses that refer to the past and/or to persons other than the client.
  - c. Increase in responses that encourage clients to personalize, address and try new behaviors in session.
  - d. Increase in responses that relate directly to the counselor-client relationship.
5. Consistent improvement in the core condition of, especially immediate, Confrontation, i.e., encouraging clients to see and explore discrepancies between verbalizations and body language and/or other immediate behaviors.

**B. OTHER CLASS REQUIREMENTS**

It is understood that other criteria for a B grade or better will be met as long as the current level of skill is maintained and all required assignments continue to be completed accurately, fully and on time: e.g., Observation Sheets, Case Write-Ups, Session Notes, Case Summaries, and Activity log.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Date

**COUNSELOR TIME SHEET**

**APPENDIX A**

**NAME:** \_\_\_\_\_

**Term/Year:** \_\_\_\_\_

	CLIENT'S NAME	DATE	TIME	SESSION NO.	AUDIO/VIDEO-TAPED?	NAME OF SUPERVISOR / INTERN OBSERVER	OBSERVER(S)	WRITE-UP IN?
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

19								
20								

**OBSERVER TIME SHEET**

NAME: \_\_\_\_\_ TERM/YEAR: \_\_\_\_\_

	COUNSELOR'S NAME	DATE	TIME	Verbal Feedback?	Written Feedback?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

17					
18					
19					
20					

**GUIDE FOR OPENING SESSION**

**GREETING:** Introduce yourself; remind client that you're a graduate student in the CSUF Counseling Program; ask by what name he/she would like to be addressed; respond to any immediate concerns, nervousness, etc.

**INFORMED CONSENT:** Let client know that before you begin we need her/his consent to counseling. Give client the Application for Counseling and explain what's on it:

- 1) Reasons for audio taping, video taping, observers (instructor and class members) – learning/skill development; focus is on counselor; if acquainted with him/her will not observe or be part of consultation; tapes will be erased. Questions/concerns? Address any concerns, use immediacy/self-disclosure/genuineness/empathy/concreteness.
- 2) Limits of confidentiality:
  - a) Danger to self or others (as in potential suicide or homicide).
  - b) Child, elder, dependent adult abuse or neglect. (can help to give example of abuse)
  - c) Court order to release information.
  - d) Otherwise need written permission.
  - e) Questions/concerns? Address concerns.

Have client read and sign the application. Give him/her the Client's Rights/Responsibilities form to read and take home. Excuse yourself to go turn on your tape.

When you return, check to see if there are any immediate questions about the form. (She/he can finish reading the form at home if not done and raise questions next session.)

**RULES/BOUNDARIES:** Explain the following, off and on asking if client has questions or concerns:

- 1) Will always meet him/her in the waiting area, may use any of several different booths.
- 2) Time limitations – 40 minutes, beginning on the hour to correspond with class schedules.
- 3) Reasons for keeping regular meeting times (e.g. to promote continuity, to assure all 174 students are able to meet their requirement for sessions, etc.).
- 4) Verify number of sessions required for her/him; show him/her the form you will be completing to verify attendance.
- 5) Go over Counselor Evaluation Form; request that he/she complete following each session and return to you at the beginning of the next session; explain that it is to help you improve your skills.
- 6) Explain that, in addition, there may be times when you excuse yourself to go out for a moment mid session to receive immediate feedback regarding your counseling. There may also be times (when it would be especially helpful) that someone may knock on the door for you to come out and get some immediate feedback. One of the benefits of being observed is that this kind of very helpful feedback can happen. If someone knocks on the door, it does not mean you are doing something wrong, nor does it mean client is doing something wrong.
- 7) Explain what to do in the event that an unavoidable conflict arises and he/she cannot make a session: Call 278-0200, leave a message being sure to indicate YOUR NAME, as all counselors receive messages at that #. Request a call as well, if unavoidably detained and will be late.

REGROUP/SELF-CHECK: Take a deep breath, rethink whether you've covered everything, check guide if needed.

TRANSITION TO "BEGINNING":

- 1) Ask if client has ever been in counseling, if so, what was that like for her/him.
- 2) Ask if she/he has any expectations/definitions/understandings about counseling or the role of the counselor.
- 3) Define your view of counseling and the role of the counselor, relate it to his/her view/expectations and how you hope it will fit with that. Address any questions or concerns about the counseling process or your role. (This is a time to be very respectful of differing views and to work at defining how what you can do is consistent with/complements what he/she expects.)
- 4) Ask if she/he has thought about what she/he would like to see happen in the sessions/what he/she would like to work on or explore/what she/he would like to gain from the counseling sessions. If client does not take the lead here, address that with immediacy and empathy; but in the first session it's also appropriate to spend some time getting to know the client to help build rapport. Thus, you can provide a catalyst by suggesting he/she might start by telling you a little about him/herself. (This can actually be an opportunity to get some of the history for case write-ups.)

THE "BEGINNING": Let the client take the lead, follow using your skills. Use one of the helpful openings you learned in COUN 200.

CLOSURE: Leave approximately 3-5 minutes this first session for closure items. Find an opportune moment to say "we have just a few minutes left. . . . ."

- 1) Summarize the most poignant points client raised. Be sure to include verbalizing the feelings expressed (verbally and nonverbally). This is often an opportunity to identify a goal client may have brought up or alluded to. Be sure to check in on whether client thinks you 'got it right' or whether there is something else that is especially important to him/her.
- 2) Check in on how client is feeling right now, as you finish your first session. Use empathy and other core conditions to respond to the feelings.
- 3) Remind him/her that you will be meeting at the same time next week, and make a welcoming comment like "I look forward to seeing you again."
- 4) Remind her/him to please complete the Evaluation form and return it to you at the next session.
- 5) Walk client out into hallway to say goodbye. **DO NOT** walk him/her all the way down the hall. **DO NOT** continue discussion in the hallway, as that is not a confidential setting.

NOTE: Throughout, use immediacy, empathy, genuineness, concreteness, etc. to address concerns and begin building the therapeutic alliance (counseling relationship).

## OPENING SESSION CHECKLIST

- \_\_\_\_\_ Introduce self
- \_\_\_\_\_ Graduate student in CSUF Counseling Program
- \_\_\_\_\_ Hand client Application for Counseling Form and verbally go over it
- \_\_\_\_\_ Explain reasons for audio-taping and video-taping – focus on counselor and for counselor’s learning, will be kept confidentially and erased at end of semester... Questions? (Use immediacy if client is uncomfortable with it.)
- \_\_\_\_\_ Observed by teacher and classmates; focus on counselor to give feedback; if classmate knows client, will not observe or participate in discussion; confidentiality maintained by classmates... Questions? (Use immediacy.)
- \_\_\_\_\_ Limits of confidentiality: danger to self or others; suspected child, elder or dependent adult abuse or neglect; court order... Questions?
- \_\_\_\_\_ Have client read and sign Application, also print name on line at top of form
- \_\_\_\_\_ Give client “Rights and Responsibilities” form to begin reading, while you take Application to instructor and turn on your tape
- \_\_\_\_\_ Have client take “rights” form home to finish reading. Do note the info on back with request to call phone number if need to cancel. Write your phone number on form also, if you’re willing to do so.
- \_\_\_\_\_ Go over time limits: Session length, 40 min. with break halfway for feedback
- \_\_\_\_\_ Respectfully assert need for regular attendance and being on time, in order for us to meet the needs of all the 174 students
- \_\_\_\_\_ Go over Counselor Evaluation form. Explain its use and why. Ask client to take a moment at the end of each session to complete and leave in box. Show client where box is at end of session.
- \_\_\_\_\_ Go over Proof of Sessions form, including that you will complete after each session and give to them at the last session
- \_\_\_\_\_ Questions about anything covered so far?
- \_\_\_\_\_ Ask client if ever been in counseling. If so, how was that for them?
- \_\_\_\_\_ Ask client if any expectations about counseling
- \_\_\_\_\_ Define your view of your role and counseling, if different from client’s
- \_\_\_\_\_ Ask if they’ve thought about what they’d like to work on in counseling or where they’d like to begin tonight. (If haven’t, give them time to think .)

**APPENDIX C**

CALIFORNIA STATE UNIVERSITY, FRESNO

School of Education & Human Development

Record of Counseling Sessions

Client \_\_\_\_\_

Class \_\_\_\_\_ Referring Instructor \_\_\_\_\_

Counselor \_\_\_\_\_

<u>Session Number</u>	<u>Date</u>	<u>Counselor's Initial</u>
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____

This is to certify that \_\_\_\_\_ has completed \_\_\_\_\_ counseling sessions through the Department of Counseling & Special Education's Counseling Practicum. This form will be returned to the above named instructor to verify said student's participation in this learning experience.

\_\_\_\_\_  
Client

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Practicum Supervisor

\_\_\_\_\_  
Date

**APPENDIX D**

CALIFORNIA STATE UNIVERSITY — FRESNO

School of Education & Human Development  
Education Learning Laboratory

APPLICATION FOR COUNSELING  
PERMISSION TO RECORD

NAME \_\_\_\_\_

I understand that the Education Learning Laboratory is a facility for the training of University students and all interviews with clients may be viewed by supervisors and students in training. All sessions are audio/video recorded. I understand that these recordings are used only for education and training under the supervision of qualified professionals. I realize that all information is confidential and will be released only upon receipt of written authorization from the client.

Your relationship with the counselor is confidential except when you give written permission. However, there are some circumstances in which your counselor is legally and/or ethically mandated to break confidentiality. Examples of those circumstances may include certain life or death emergencies; if your counselor believes you intend to harm yourself or others; in the case of suspected child, elder, or dependent-adult abuse or neglect; and by court order.

We want to meet your needs in the best way possible and would like your feedback on the services you receive here. Your feedback and suggestions are important, so please be open in sharing them with your counselor and with your instructor; if you are doing this as part of a requirement for a class.

Signature \_\_\_\_\_

Date \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, FRESNO  
Counseling Learning Laboratory

CLIENT'S RIGHTS AND RESPONSIBILITIES

The Counseling Learning Laboratory is a counseling and training center operated by the School of Education and Human Development at California State University, Fresno. Our services are available to anyone in the greater Fresno-Clovis metropolitan area. It is not necessary for you to be a student to utilize our services.

The counseling staff consists of graduate students in the Counselor Education Program at CSUF. Counselors are supervised by a licensed Marriage, Family and Child Counselor and/or Counselor Education faculty members.

This form explains your rights as guaranteed by professional codes of ethics and by California law, your responsibilities as a consumer of services, and our responsibilities as staff members.

If you have questions regarding your counseling, feel free to ask your counselor.

**Your Rights:**

1. You have the right to be treated with dignity and respect. You will be asked to disclose only that information which is necessary to the understanding of your concerns.
2. You have the right to privacy. Although this is an educational center, your permission is required for observation and for video or audio taping of your sessions. Tapes are used only under supervision of qualified professionals for the education and training of your counselor.
3. You have the right to confidentiality. Information revealed by you will remain within this professional setting. There are, however, legal exceptions to this right; information must be divulged (a) when ordered by the court, or, (b) when the counselor determines that you present a threat to yourself or others. California law requires the report of any known or suspected instance of child abuse or neglect.
4. You have the right to be informed about the counseling process and how it can be of assistance to you.
5. You have the right to an appropriate referral when the need is indicated.
6. You have the right to a descriptive interpretation of test results (if any).

**Your Responsibilities:**

To gain maximum benefit from your experience, it is your responsibility to:

1. Keep scheduled appointments and be on time.
2. Call your counselor at \_\_\_\_\_ at least 24-hours in advance if you must miss a session.
3. Attend sessions free from the influence of alcohol and other drugs.
4. Participate fully in the sessions by being open with your questions and responses.
5. Provide your written consent for the release of information when you understand it to be helpful to the counseling process.
6. Complete homework assignments as agreed upon during your sessions.

**Our Responsibilities:**

All Counseling Learning Laboratory staff and supervisors adhere to the ethical standards set forth by the American Counseling Association and the California Association of Marriage and Family Therapists. Copies of these standards are available upon request.

As part of the provision of services, it is our responsibility to:

1. Inform you as to our perception of your concerns, and utilize appropriate counseling techniques.
2. Discuss the extent of any risk involved.

**Should Conflict Arise:**

Should conflict arise between you and your counselor, it is a joint responsibility to discuss and resolve the issue. If necessary, the practicum supervisor(s) may intervene to mediate concerns

## COUNSELOR EVALUATION

## APPENDIX F

(Please read each statement and circle the response that matches your experience)

During the counseling session, I felt the counselor:

	<u>Not At All</u>	<u>Very Much</u>	<u>Not Apply</u>
1. Was able to understand my feelings and experiences.	1 2 3 4 5	0	0
2. Cared for me as a unique person.	1 2 3 4 5	0	0
3. Was alert and attentive to me.	1 2 3 4 5	0	0
4. Was spontaneous and genuinely him/herself.	1 2 3 4 5	0	0
5. Was concrete and specific about my concerns.	1 2 3 4 5	0	0
6. Showed his/her own experiences in a way that was helpful to me.	1 2 3 4 5	0	0
7. Challenged me to notice discrepancies or distortions in my perceptions.	1 2 3 4 5	0	0
8. Was willing to discuss our relationship with me.	1 2 3 4 5	0	0

(Please read each statement and circle the response that matches your experience)

During the counseling session, the counselor helped me to:

	<u>Not At All</u>	<u>Very Much</u>
1. Be more aware of myself.	1 2 3 4 5	0
2. Identify my belief in my ability to change.	1 2 3 4 5	0
3. Identify my concern in specific and concrete ways.	1 2 3 4 5	0
4. Express my true concerns and feelings to others.	1 2 3 4 5	0
5. Increase my awareness of the present moment.	1 2 3 4 5	0
6. Confront discrepancies in what I say and what I do.	1 2 3 4 5	0
7. Clarify my concerns.	1 2 3 4 5	0
8. Understand myself better.	1 2 3 4 5	0
9. Gain a new perspective on my problem.	1 2 3 4 5	0
10. Say what I was unable to say.	1 2 3 4 5	0
11. Set goals.	1 2 3 4 5	0
12. Identify ways to reach my goal.	1 2 3 4 5	0
13. Take action toward my goal.	1 2 3 4 5	0

YOUR COUNSELOR'S NAME:

Date:

Counseling Office:	Learning Lab	Counseling Center	Other
Time:	MW (AM)	MW (PM)	TTH (AM) TTH (PM)



**COUN 208**  
**Practicum in Individual Counseling**  
**FINAL EVALUATIONS**  
**Semester:**

STUDENT NAME:

A	B	C	D	CHARACTERISTICS/DESCRIPTORS
				Mastered unconditional regard for client(s)
				Mastered empathy
				Mastered facilitative genuineness
				Mastered appropriate self-disclosure
				Mastered immediacy
				Mastered therapeutic confrontation
				Mastered concreteness
				Was respectful of client (needs, values, strengths) (non-judgmental, silences, time boundaries)
				Demonstrated consistent improvement
				Overall quality of the therapeutic alliance
				Received feedback from supervisors and peers in an emotionally mature manner (was open, non-defensive)
				Utilized feedback in subsequent sessions (integration of feedback to practice)
				Demonstrated responsible behavior for personal issues impeding counseling skill development.
				Gave useful feedback in sensitive manner
				Demonstrated supportive, fully participative and collegial behavior with peers.
				Was present and on time for all classes (unless prior notice is given)
				All paper work was done promptly and accurately
				Followed all Practicum policies as specified
				Adhered to ethical standards; understands commitment to clients

**Legend:**

A = Outstanding

B = Good/Above Average

C = Average

D = Poor

F = Serious deficiencies and/or Ethical breaches

**Course Grade:**

**Comments:**

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Supervisor Signature    Date

## Grade Descriptions

### COUN 208: Counseling Practicum

#### **A = Outstanding counselor (may include the following conditions).**

- Demonstrated mastery of the "core conditions".
- consistent; steady improvement
- contributes positively to client growth
- Makes use of feedback from supervisors and peers; never says, "yes, but..."
- seeks self-improvement opportunities; doesn't wait to be told; seeks new learning opportunities
- supports colleagues in the development process
- gives useful feedback in sensitive manner
- a strong contributor at case staffing sessions
- is noticeable that student is avid professional reader
- is present and on time for all classes (unless prior notice is given)
- all paper work done promptly and accurately
- follows all policies as specified; follows directions
- adheres to ethical standards; understands commitments to clients

#### **B = Good counselor (may include the following conditions)**

9. Demonstrated competency with the "core conditions"
10. positive, yet "spotty" progress, plateaus
11. contributes positively to client growth
12. Could make better use of supervisor and peer feedback; rarely, if ever, says, "yes, but..."
13. open to self-improvement opportunities
14. could be more supportive of fellow students
15. could be a better contributor at case staffing sessions
16. is noticeable that student reads professional materials
17. is present and on time for all classes (unless prior notice is given)
18. all paper work done promptly and accurately
19. follows all policies as specified; follows directions
20. adheres to ethical standards; understands commitments to clients

#### **C = Weak counselor (given some of the following conditions, may be asked to drop)**

7. conceptually unable to implement "core conditions" in a consistent manner
8. long no-growth periods, persistent plateaus, or decline in skill level
9. does not contribute to client growth
10. Defensive with feedback; frequently says, "yes, but..."
11. paper work done not promptly and accurately
12. does not follow all policies as specified; does not follow directions
13. does not adhere to ethical standards; nor understand commitments to clients

#### **D = Poor, destructive counselor (will likely be dropped)**

- These individuals are not making progress in their counseling skill development. People in this category are generally very nice people with a great deal of potential, however due to pressing issues in their own lives, are not able to meet with clients and be helpful. If you are not "making-it" in this experience, we will be direct and let you know.

CALIFORNIA STATE UNIVERSITY, FRESNO  
School of Education and Human Development  
Counseling Learning Laboratory

**OBSERVATION FORMAT**

Please use notebook/notepad paper for written feedback. The contents should include the following information:

Observer\_\_\_\_\_ Counselor\_\_\_\_\_

Client\_\_\_\_\_

Date Observed\_\_\_\_\_

*The Counseling Interview:*

In commenting on this interview, you should direct your remarks to:

- a. The opening and closing portions of the interview
- b. The client's areas of interest or problems as you see them.
- c. The communication skills and methods employed by the counselor.
- d. The client-counselor relationship.
- e. Positive reactions to the interview.
- f. Things that I would have done differently or that I feel needed improvement.
- g. Other comments.

**Guidelines to Written Observations and Oral Feedback**

1. How do you feel about the opening and closing sections of the interview?

Examples:

Opening - a. Felt open, led to client taking charge (give example).

b. Seemed somewhat directive (give example).

c. Used closed/limited response questions (give example).

Closing - a. Felt complete. Had client note important points of session. Checked on immediate feelings. Checked on potential follow through for week (action steps).

b. Felt abrupt. No check on feelings, insights or possible action steps.

2. What is/are the client's problem(s) or area(s) of interest?  
Keep this brief. Think in terms of themes that could or seem to follow through from one situation or relationship to another (especially those being observed happening in the session). Use tentative language. Do not label/judge client. Personalize (the problem must be the client's).
  
3. What core conditions is the counselor using?  
Give at least one example of each one used. (e.g., E/I - You sound angry given as you say that.) Try the following code for quick writing:
  - E = Empathy
  - I = Immediacy
  - CF = Confrontation
  - CC = Concreteness
  - R = Respect
  - G = Genuineness
  - S = Self-Disclosure
  
4. What is the counselor/client relationship like?  
Examples:
  - a. Rapport seems to be building, client still appears somewhat guarded.
  - b. Seem very connected. Client apparently willing to share deeply. Counselor seems right with him.
  - c. Seems distant. Talking a lot about others. Incongruent laughter on both parts.
  - d. Seems strained. Counselor may be pushing beyond client's growth edge.
  
5. What positive reactions do you have to the interview?  
Examples:
  - a. I was touched by apparent depth of empathy and immediacy, e.g., acknowledging tears of sadness seeming to want to flow.
  - b. I clearly saw the value of immediacy when. . . . .
  
6. What negative reactions do you have to the interview?  
Examples:
  - a. confused when. . . . .
  - b. getting bored/frustrated when. . . . .
  - c. uncomfortable when counselor seemed to rescue/minimize/etc., e.g. . . .
  - d. seemed to be many thinking words, like. . . . .
  - e. seemed to miss opportunities to . . . . , like when. . . . .
  - f. felt unfinished when. . . . .
  
7. How would you improve the interview? Examples: I might try .....
  - a. confrontation when. . . . .
  - b. using silence when. . . . .
  - c. finding ways to personalize more, like. . . . .
  - d. more immediacy regarding client's concern about counseling process

e. addressing client's apparent anger at counselor when. . . . .

8. Additional comments:

Anything goes here that's respectful and helpful if it does not fit another category, or you didn't have space to include in another category.

NOTE: Verbal feedback after session, since time limited, should focus on use of the core conditions to begin exploring especially effective moments, points of frustration/blocks/etc., and the feeling/issues possibly associated with them in order for counselor to gain awareness of strengths/stumbling blocks. It's a debriefing time more than a critiquing time.

NOTE: Verbal feedback on recordings uses similar critique format as on observation sheets. Note concisely your immediate observations of especially effective or problematic moments. (Excessive verbal feedback makes listening to tapes difficult. Important feedback at key moments is very helpful to counselor.) Focus on counselor. Be respectful. Note uses of core conditions, missed opportunities to use core conditions, etc. Do not analyze or interpret client responses. However, if you believe client is expressing something counselor might be missing, do note it. Examples are as follow:

Wow, seems deeply empathic.

Very immediate.

She's laughing incongruently, confront it.

Maybe it's "abandoned".

Closed question.

It's starting to feel like you're asking a lot of questions.

Try personalizing he's talking about brother's problems again.

Were you rescuing him from his anger here?

What are you feeling/thinking here? Your response seemed off track.

Uh oh, advice.

Sounds like you're interpreting here.

NOTE: Don't forget to acknowledge what counselor is doing well in all feedback. It's very easy to get lost in what's not working or missing. Students need to be able to identify strengths in sessions in order to build on their strengths.

Coun 208. Instructor and Intern(s) Evaluation  
(Please use one form for each person)

**APPENDIX I**

Student Name \_\_\_\_\_ Class \_\_\_\_\_ Semester \_\_\_\_\_

Supervisor \_\_\_\_\_

(Indicate whether Instructor or Intern)

		<b>Strongly disagree</b>		<b>Somewhat agree</b>			<b>Strongly agree</b>	
1.	Provides me with useful feedback regarding counseling behavior.	1	2	3	4	5	6	7
2.	Helps me feel at ease with the supervision process.	1	2	3	4	5	6	7
3.	Makes supervision a constructive learning process.	1	2	3	4	5	6	7
4.	Provides me with specific help in areas I need to work on.	1	2	3	4	5	6	7
5.	Addresses issues relevant to my current concerns as a counselor.	1	2	3	4	5	6	7
6.	Helps me focus on how my counseling behavior influences the client.	1	2	3	4	5	6	7
7.	Structures supervision appropriately.	1	2	3	4	5	6	7
8.	Adequately emphasizes the development of my strengths and capabilities.	1	2	3	4	5	6	7
9.	Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations.	1	2	3	4	5	6	7
10.	Enables me to become actively involved in the supervision process.	1	2	3	4	5	6	7
11.	Makes me feel accepted and respected as a person.	1	2	3	4	5	6	7
12.	Deals appropriately with the affect in my counseling sessions.	1	2	3	4	5	6	7
13.	Deals appropriately with the content in my counseling sessions	1	2	3	4	5	6	7
14.	Motivates me to assess my own counseling behavior.	1	2	3	4	5	6	7
15.	Is helpful in critiquing report writing.	1	2	3	4	5	6	7
16.	Appropriately addresses interpersonal dynamics between supervisor and counselor trainee.	1	2	3	4	5	6	7

17.	Can accept feedback from counselor trainee.	1	2	3	4	5	6	7
18.	Helps reduce defensiveness in supervision.	1	2	3	4	5	6	7
19.	Enables me to express opinions, questions, and concerns about my counseling.	1	2	3	4	5	6	7
20.	Prepares me adequately for my next counseling session.	1	2	3	4	5	6	7
			<b>Strongly disagree</b>		<b>Somewhat agree</b>		<b>Strongly agree</b>	
21.	Helps me clarify my counseling objectives.	1	2	3	4	5	6	7
22.	Provides me with the opportunity to adequately discuss the major difficulties I am facing with my clients.	1	2	3	4	5	6	7
23.	Encourages me to conceptualize in new ways regarding my clients.	1	2	3	4	5	6	7
24.	Motivates me and encourages me.	1	2	3	4	5	6	7
25.	Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.	1	2	3	4	5	6	7
26.	Gives me the chance to discuss personal issues related to my counseling.	1	2	3	4	5	6	7
27.	Is flexible enough for me to be spontaneous and creative.	1	2	3	4	5	6	7
28.	Focuses on the implications and consequences of specific behaviors in my counseling approach.	1	2	3	4	5	6	7
29.	Provides suggestions for developing my counseling skills.	1	2	3	4	5	6	7
30.	After demonstrating competency with the Core Conditions, encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6	7
31.	Helps me to define and achieve specific concrete goals for myself during the practicum experience.	1	2	3	4	5	6	7
32.	Gives me useful feedback.	1	2	3	4	5	6	7
33.	Helps me organize relevant case data in planning goals and strategies with my client.	1	2	3	4	5	6	7
34.	Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1	2	3	4	5	6	7
35.	Allows and encourages me to evaluate myself.	1	2	3	4	5	6	7

36. Explains the criteria for evaluation clearly and in behavioral terms. 1 2 3 4 5 6 7

37. Applies criteria fairly in evaluating my performance. 1 2 3 4 5 6 7

**Additional comments:**

---

This form was developed by Janine M. Bernard (1976; revised, 1981).

**APPENDIX J**

**AUTHORIZATION TO RECEIVE OR RELEASE INFORMATION**

I hereby authorize \_\_\_\_\_ to  
receive, release, or discuss information relating to my psychotherapy with/to

\_\_\_\_\_  
\_\_\_\_\_.

A photocopy of this authorization shall be as valid as the original.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_  
(signature of client/parent or  
conservator)

Date: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Counselor Trainee)

Date: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Supervisor)

**APPENDIX K**

CALIFORNIA STATE UNIVERSITY, FRESNO  
Kremen School of Education & Human Development  
Counseling Learning Laboratory  
(559) 278-0200

NO-HARM CONTRACT

I, \_\_\_\_\_, agree not to kill or harm  
(Client Name)  
myself in any way for the next \_\_\_\_\_ days. I also agree to do the following if I feel  
the urge to hurt or kill myself:

1. I will call and talk to someone at the Help Now Crisis Line, **435-7669**, and/or  
will call **911** for emergency assistance.

2. I will call two friends or family members for support.  
Names: \_\_\_\_\_.

3. I will call and leave a message for my therapist.

4. I also agree to keep my next scheduled appointment at the CSUF Counseling  
Learning Laboratory on \_\_\_\_\_.  
(day, date, time)

5. If I do not attend that appointment or make satisfactory alternate arrangements  
with my counselor, \_\_\_\_\_, I understand that he or she may take  
(Counselor name)  
emergency actions deemed necessary, including notifying the authorities of my condition.

6. I understand that this contract will be regularly reviewed by myself and my  
counselor.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

Supervisor Signature

Date

**APPENDIX L**

**ACA APPLICATION**

Please visit <http://www.counseling.org/> to apply online.

**CAMFT APPLICATION**

Please visit [www.camft.org](http://www.camft.org) to apply online.

**CASE WRITE-UP GUIDELINE**

**FORMAT 1**

Case write-ups or reports are required in many situations in school settings and community agencies. It is important that you learn to write concise, well-organized reports, as many individuals associate competency as a counselor with ability to write well. Report writing in this class will help you organize your thinking, plan for future sessions, and express yourself clearly and accurately.

- A. **Client's Name** (first name only):  
Date seen:  
Session number:  
Session length:  
Counselor's name:
- B. **Identifying Data:** Age, ethnic background, sex, residence, marital status, occupation, employment status, student (major, etc.). (This section may not be complete after first session.).
- C. **Descriptive Information:** Appearance, clothing, grooming, courtesy, cooperation, attitude toward being interviewed, facial expression, mannerisms, affect and mood, any peculiarities of mental activity, thought content, etc.
- D. **Background Information:** Relevant data about family, both family of origin and family of procreation, current living situation, health status, current medication, history of substance abuse, history of physical, sexual, and emotional abuse. (This section may not be complete after first session.).
- E. **Presenting Problem:** Nature of presenting problems, their development, and ways client has tried to cope with them including past counseling. Include assessment of client's emotional state as it relates to the problem. Mention client strengths, coping skills and style. This is a place to attempt a diagnosis.
- F. **Desired State/Goals:** What outcome would the client like to have as a result of counseling? What outcome would the counselor, like to see — if this differs? How will you and the client know things are different — stated in measurable and verifiable, behavioral terms?
- G. **Assessment of Session:** Issues explored, techniques used, core conditions utilized, (including examples) what worked, what didn't work and why?
- H. **Plan for Next Session:** Briefly describe how the counselor intends to proceed with the next session, e.g., explore certain specific issues further, use a specific technique such as role playing, etc., and why.

## CASE WRITE-UP GUIDELINE FORMAT 2

Counselor: (your name)

Client: (client's first name only)

Date of Session: (date you saw client)

Date of Report: (date of write up)

Session Number: (1st, 2nd, etc. session with the client?)

**Presenting Concern:** What the client says they're coming to counseling for (i.e., to learn more about themselves, to explore their career options, to talk about their marriage, to get help for their fear of snakes, etc.)

**Session Overview:** What topics were covered, what things were said, summarize important facts and information or client background (i.e., John talked about his fear of snakes and how he has had this fear since a 3rd grade field trip to the desert...)

**Subjective Observations:** Your impressions of the session and how it went, what you thought about how you perceived the client to be thinking, feeling and behaving. Your reactions to the session overall. (Note: these are your impressions and opinions as opposed to observable facts; i.e., The session seemed to go slow, John seemed quiet and unresponsive. I may have been pushing him too hard to confront his fear of snakes by holding the Boa Constrictor,...).

**Objective Observations:** Objective facts about what went on in the session. Observable occurrences such as if the client arrived on time, how they were dressed/groomed, what their posture, gestures and body language, were like, etc. (i.e., John arrived 15 minutes late for the session and was disheveled in appearance. He wore torn, dirty jeans and a ripped T-shirt. His hair was ratted and dirty and he appeared not to have bathed recently. He sat with his head down and wrung his hands constantly...)

**Intervention:** What you did in the session, such as questioning, paraphrasing, summarizing, reflecting feelings (which ones and when). Include what you were trying to accomplish therapeutically, what techniques did you use, what approach were you coming from, etc. (i.e., I tried to use systematic desensitization by exposing John to the Boa Constrictor. When he expressed reluctance I questioned him about his feelings and tried to reflect them back to him....).

**Assessment:** This is your overall assessment of the client, what you see as their primary issues or concerns and your conceptualization of the case, how you think they are doing, how well they are presently functioning, what resources and strengths do they have (friends, family who are supportive, insight into their own problems and behaviors, motivation to change, etc.), what potential obstacles are there (family doesn't want them to change, financial difficulties, fear or resistance to change, etc. ....) (i.e., John is really afraid that his mother will leave him since his parents divorce in 3rd grade, he does have his wife's support, however, he is very fearful of new experiences...).

**Self-Evaluation:** How did you do, an evaluation of your performance. What might you have done differently, what else could you have done. How were you feeling during the session and why, how do you feel about this client overall and why. (I think I may have

pushed John too hard this week, perhaps I could've been more supportive, I felt angry when he wouldn't cooperate with my plan...).

**Plan:** What is your treatment plan, what will you do next session, etc. (i.e., I plan to be more supportive with John and tell him we'll go slower from now on...).

**CASE SUMMARY GUIDELINE  
FORMAT 1**

To be submitted at the conclusion of the counseling relationship.

Client Name (first only)

Counselor Name

Dates of Counseling

Date of Report

Include the following:

1. **Background Information.** Age, sex, marital status, race/ethnic group, family background, education, alcohol/drugs, experience with therapy, etc. Any information you deem relevant to the understanding of the case.
2. **Problem.** Client's presenting problem. Your assessment of problem if different. Diagnosis, if done.
3. **Course of Counseling.** Strategies (including core conditions) used to address presenting problems, assessment of strategies. Do not write a session by session account.
4. **Outcome.** Where is the client now in terms of where she/he was at the beginning of counseling? Did the client change? How? Why? Why not?
5. **Recommendations.** In your estimation, is any further counseling needed? If so, what issues remain unfinished. Any suggestions of ways in which the next therapist might proceed or cautions the next therapist should consider. (Example: client attempts to change focus whenever a painful issue is broached. Client visualizes easily and visualizations appear to increase insight.) Referrals made.

## **CASE SUMMARY GUIDELINE FORMAT 2**

Client: (first name only)

Counselor:

Dates Seen: (i.e., from 10/2/93 to 12/7/93)

Number of Sessions: (7)

**Overview:** An overview of all the sessions. (i.e., first we discussed this, then we talked about that, finally we explored...etc.)

**Analysis:** What you saw as the primary issues the client was facing. How you viewed the client's struggles and how they were functioning to overcome them. What you saw as the root of client's concerns. Your assessment of client's strengths and weaknesses.

**Intervention:** What you, as a therapist, tried to do to help the client. What was your goal and how did you try to reach it.

**Outcome:** How the client progressed during your work together, whether as the result of therapy or other circumstances. Your assessment of client's level of functioning at termination. How termination was decided on (your idea, client's idea, end of 4 session, etc.). What referrals, if any, were given.

## **C A S E W R I T E - U P**

### **EXAMPLE: FORMAT 1**

Client:  
Session: 1  
Counselor:

Date: 3/25/93  
Time: 40 minutes

#### Identifying Data:

Tina is a 21-year-old woman who is a full time student at California State University, Fresno. She is majoring in sports physiology and hopes to be a physical therapist. She lives at home with her parents and four siblings. She comes from a conservative Armenian culture and has led a fairly protective life to this point. She is a native of Fresno.

#### Descriptive Information:

Tina is a rather overweight young woman who was casually but neatly dressed in jeans and sweater. She is enrolled in a Bachelor's Degree program in sports physiology and hopes to be a physical therapist. She lives at home with her parents and four siblings and describes her life as having been "overprotected" in the tradition of the Armenian culture. She is quite verbal and actively sought out an opportunity for counseling. The Counseling 174 class is not a requirement, but rather an elective for her program and she was eager to begin the counseling process. She expressed that she is usually the person friends seek out when they have problems but has few people she feels she can disclose feelings to. She related there are significant cultural and familial barriers to self-disclosure but is desirous of having this avenue to explore feelings. She provided a fair amount of relevant history in this session as well as was able to focus on feelings of family and interpersonal conflict around individuation-separation issues, her self-doubt, and feelings of being too passive and thus "being taken advantage of." Her thoughts flowed logically throughout the session and there was no evidence of hallucinations or delusions. She was oriented to time and place. She is of average intelligence. Her judgment seemed tentative but intact. She is not presently on any medication. Her physician is Dr. Dhillion. this is a new physician and she did not have the telephone number but will bring it in the next week.

#### Background Information:

Tina is a native of Fresno. She lives with her parents and four siblings at the family home. She describes her parents as conservative and protective, and describes that as the "typical Armenian family." Her parent's provide for her financially and she does not need to work while she is in school. No information was given in terms of her birth order. Tina disclosed that she has in the past resented her parents' overprotectiveness and "rebelled" when she was in high school. She states she "got a lot of that" out of her system and now feels that she can focus on her studies.

She does not actively date at present but rather participates socially with groups of peers. She describes herself as somewhat withdrawn at present. Because of her lack of life experiences, however, she is quite uncertain about her career choice and whether she will be competent to pursue her chosen field. She describes herself as an A and B student but is hesitant to venture out into lab experiences. She compares herself unfavorably with peers who are more aggressive, and she deems more successful than herself. She acknowledges that she does not do well with change.

#### Presenting Problem:

Tina expresses concerns over familial and interpersonal conflict over individuation-separation issues, her lack of assertiveness with people and her subsequent feels of “being taken advantage of,” of being misheard and her lack of self-confidence. She also expresses some loneliness and having a sense of isolation at present. She compares herself unfavorably to many of her peers, who she describes as more successful and assertive. She is fearful of disappointing her parents and letting them down around her career choice. She has doubts about whether she will be successful in this field and may have unexpressed fears that her present major is not satisfying nor of her own choosing.

#### Desired State/Goals:

Tina’s stated goal is to be more independent from her family and more confident in her career choice. She also expresses a desire to be more in touch with her feelings and to be more assertive about expressing these to family and peers. She is fearful about making independent choices and would like to feel more competent and thus be open to some risk-taking (i.e., taking a part time job in the field of physical therapy to see if she would be able to meet the demands of that job and whether she would like the work). She expresses that the family has provided well for her and that their expectations and her dependency make it hard for her to express her true self to them (and perhaps also to challenge their perceptions and expectations of her).

#### Assessment of Session:

Tina was open and anxious to take the opportunity offered in counseling. She is struggling with individuation-separation issues, self-concept and career goals. She presents as a lonely, somewhat confused young woman who has many self-doubts. Her self is poorly defined, a result, it would seem, of overbearing, overprotective parents and a conservative, protective culture (Armenian). She was able to focus on feelings of avoidance of conflict between she and her parents through her not challenging their perception of her. She acknowledged that she is full of self-doubt about a variety of feelings and issues, including feeling whether her feelings are justified to career doubts. The counselor was able to establish rapport with empathic feeling statements but may have been too reserved or intellectual at times. The counselor utilized empathic summary statements and confrontation to elicit feeling statements from the client. The counselor effectively utilized self-disclosure at one point as a way to join with the client. The counselor could have been

more concrete at times and this probably would have elicited more specific feelings and needs from the client. The counselor utilized confrontation effectively, but perhaps could have used more feeling statements rather than intellectual ones. The counselor will focus on being more immediate with her feelings in order to elicit same from client in the future. The counselor got a lot of history, which is valuable, but needs to focus on changing questions into statements to enhance immediacy. Overall, there was a good rapport established and the counselor will build on this with feeling statements, immediacy and summary feeling statements to bring the client to a deeper level of feeling and disclosing.

Plan for Next Session:

The counselor will build on rapport established and promote independence and risk-taking by asking the client to share her perceptions of the first session and significant issues raised. The counselor will use praise liberally with this client, as she is so hesitant to trust her own feelings (promoting the parent imago). The counselor will focus on immediacy and some use of self-disclosure given the youth of this client and over-protectiveness, and what is perceived by the counselor as the controlling nature of the client's parents. Confrontation with emphasis on feeling statements will be utilized as well. The counselor is interested in pursuing the client's birth order somewhat and the family's expectations. The counselor will explore the client's sense of isolation further and build toward building her self-confidence. The counselor will also explore the client's body image, given her generalized lack of self-confidence and critical comparison of herself to her peers.

## **CASE WRITE-UP EXAMPLE: FORMAT 2**

Counselor: Sigmund Rogers  
Client: (client's FIRST NAME ONLY)  
Date of Session: Thursday, February 25, 1995  
Date of Report: (date of report)  
Session Number: 2

### **PRESENTING CONCERN**

This week the client again presented a number of concerns regarding a recent loss of her grandfather which has exacerbated her conflicted feelings about her parents. Client also presented concerns regarding the "pressure" she feels from her family to succeed in school. She also spoke about the cultural conflict she experiences concerning the traditional role of women in her native culture and her desire to adopt desirable aspects of the American culture.

### **SESSION OVERVIEW**

Issues explored in the session included family relationships, cultural and generational conflicts, dependence and abandonment issues. The counselor choose client-centered techniques of listening and reflecting back feelings and content of client's concerns using empathy, concreteness, and immediacy. These qualities were used to assure a safe place for the client to disclose sensitive issues. There was a definite connection maintained between client and counselor. Better use of silence when client is processing feelings of sadness is an area which needs work. Overall, the session went smoothly but was ended too abruptly, without leaving time for a summary of what was covered; more work is also needed here.

### **SUBJECTIVE OBSERVATIONS**

Silent seemed very troubled and burdened during our session. Although her feelings seemed to be very genuine, she struggled when confronted with any negative feelings regarding her home life. As in the initial meeting, she stated that she has never had counseling before, and so, fear and feelings of guilt about discussing family matters with an "outsider" affected the pace of the process. I sensed that the client may have been testing my appreciation of her concerns; and, whether or not I respected her "pace" of processing.

### **OBJECTIVE OBSERVATIONS**

The client is a female college student 23 years of age and is majoring in nursing and minoring in dietetics at CSUF. She is Filipino and has a twin sister who also attends CSUF. She rooms with her sister and best friend. She is not employed currently, but receives financial aid as long as she remains a full time student. She has a year and one half to two years before she graduates

The client is neatly dressed in maroon top and jeans, typical student attire. Her hair is long and loosely combed in a becoming style. She appears slim but not extremely thin. She is attractive, wearing a little more make-up than during her first session. Her manner is again very cooperative, congenial and assuming a good-natured attitude. She starts rather hesitantly at the beginning of the session, but becomes quite willing to speak about personal issues as she becomes comfortable with the counselor. She becomes tearful and sad as she speaks about her relationship with her mother. At times when she is talking about a subject that is painful she incongruently strives for an up-beat quality in her voice to cover it up. She expresses herself well, with just a slight accent and hesitancy about word usage, which indicates that English is her second language.

## INTERVENTIONS

I attempted to utilize empathy to establish rapport with client. This seems to be particularly important owing to client's hesitancy to disclose information about her family of origin. I used immediacy when I sensed that she was "testing" my understanding and/or explaining her behavior to me. Added to the core conditions, I frequently relied upon summarizing and clarifying statements to ensure the client that I was listening and willing to go at her pace. Overall, it is critical that the client be encouraged to take the lead in the sessions. It is also important that appropriate supportive interventions be implemented.

## ASSESSMENT

The client is experiencing denial, sadness, and feelings of abandonment from the losses she has felt in her life. There are unresolved feelings about her parents, their absence, and whether she should attempt to have a closer relationship with them. Adding to this, she also feels unresolved grief from the death of her grandfather. There is heavy internal and external pressure to succeed in school and to get top grades, and a feeling of abandonment when she thinks that she may lose her family's support if she should fail. There is a cultural conflict about dependence, independence issues for women with the older generation in her family. She expresses lack of self-esteem when her weight goes up, concern about her eating habits (starving and bingeing patterns suggest bulimia) and use of food as a solution for stress.

Client's strengths include an ability to laugh about her problems with her friends to whom she goes for support, she is also able to affirm her own actions in a positive way when she successfully completes a goal. She shows a responsible attitude toward school and an ability to make plans and carry them to fruition.

## SELF-EVALUATION

I felt much better about my pacing during the session. I found myself more "present" with her during the long silences. I was able to forego my agenda regarding "solving the problem," and encouraging my client to be more assertive with her parents. As I was able to do this, I sensed that my client was more talkative with me. She made more eye contact than last week, and her body posture relaxed as the session

progressed. In fact, at one point during the session, as I conveyed an empathic statement, she placed her notebook on the floor and turned her body more directly toward me. I need to remember to follow the client's agenda, not my own.

#### PLAN FOR NEXT SESSION

Explore issues of abandonment further, including past losses, present feared or real losses in terms of mother, father, and other family members. Also cultural and generational differences need to be brought out; these issues need to be addressed in conjunction with dependence, independence issues. Explore eating disorder and self-esteem issues. Include time at the end of session for a summary of session and questions by the client.

The client desires to resolve her feelings of abandonment by her parents and decide what role they will now have in her life. She seeks resolution of the inter cultural, intergenerational conflicts as she moves to assert her independence. These goals will be attained when she can end her inner struggle, look to herself for approval, and make her own decisions about her future. She also wants to return to normal healthy eating patterns as she copes with self-esteem issues. When she has learned better nutritional and eating habits and applies them in her everyday life that will show that she has reached her goal.

**SESSION NOTES**

Client Name: \_\_\_\_\_ Counselor Trainee Name: \_\_\_\_\_  
\_\_\_\_\_

Date of Session: \_\_\_\_\_ Session #: \_\_\_\_\_

Provisional Diagnosis: Axis I: \_\_\_\_\_  
\_\_\_\_\_

Issues of Focus in Session: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Data: \_\_\_\_\_  
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Observations: \_\_\_\_\_  
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Plan: \_\_\_\_\_

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# INSTRUCTIONS FOR SESSION NOTES

(Note: It is not required that they be typed, but they must be readable.)

Client Name: (FIRST NAME ONLY) Counselor Trainee Name: \_\_\_\_\_  
\_\_\_\_\_

Date of Session: \_\_\_\_\_ Session #: \_\_\_\_\_

Provisional Diagnosis: Axis I: Include diagnosis identified for case write-up (provisional)

Issues of Focus in Session: Summary of pertinent issues raised and addressed in the session \_\_\_\_\_

Data: In this section include information about your observations of client behaviors at beginning of session, as well as anything client reports about symptoms and behaviors outside of the session that relate to changes/improvements or lack thereof.

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Interventions: Describe the core conditions and any other interventions used by you and the purpose for which you used them, i.e. how you hoped they would help, how you hoped they might therapeutically affect the client.

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Observations: Objectively describe how your interventions appeared to affect the client, i.e. what client did/said in response to them. This is also a place where you identify what might have been more helpful at times core conditions were not used or did not seem to result in desired effect (i.e. some self assessment).

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Plan: Describe a tentative plan for how you might use the core conditions in the next session to continue and/or better facilitate client's progress toward goals, i.e. which conditions might be used more and for what.

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## EXAMPLE OF SESSION NOTES

(Note: It is not required that they be typed, but they must be readable.)

Client Name: Jane D. Counselor Trainee Name: Tom Thumb

Date of Session: 12/25/25 Session #: 3

Provisional Diagnosis: Axis I:309.0 Adjustment Disorder with Depressed Mood (Provisional)

Issues of Focus in Session: Unresolved feelings regarding divorce

Data: Client was tearful at first, made poor eye contact, posture was slumped. She reported some continued difficulty falling asleep. She said she did attend an ADAPT meeting and feels less isolated and lonely. She often seemed to smile when describing painful feelings.

Interventions: Empathy and immediacy were used to encourage identification and expression of feelings related to grief over loss. Confrontation was used to note that her continued requests for help from her ex-husband seem inconsistent with her stated goal of letting go and moving on. Concreteness was used to encourage more specific verbalizations of thoughts and feelings. Attempted immediate confrontation by noting client's frequent incongruent smiling.

Observations: Client identified and expressed feelings of hurt, abandonment, failure, and finally anger. Her body posture and tone of voice appeared to reflect increasing energy. Client identified friends she might contact instead of ex-husband for help with needed household repairs. Client responded defensively to statements about smiling and expressed irritation. At end of session client stated she did feel some relief from being able to talk about her feelings.

Plan: Continue using empathy, concreteness, immediacy, and other appropriate core conditions to facilitate a healthy grieving process. Use confrontation and concreteness to help client identify any behaviors which seem inconsistent with her goals and to help her identify possible alternatives she believes might be more helpful. Be careful to follow through further when using immediate confrontations of incongruent body language so as to not seem disrespectful and to fulfill their

purpose, perhaps try adding self-disclosure/genuineness about effects of incongruent smiling on me when I do it myself.

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**APPENDIX P**

**California State University, Fresno  
Pupil Personnel Services in School Counseling  
Candidate Disposition Assessment**

**This assessment is used by practicum instructors to give students feedback on their professional disposition in order to help students develop those qualities as professionals. This assessment is not included in calculating the course grade.**

Name of Candidate: \_\_\_\_\_

To be completed by Practicum (Coun 208) Faculty

Name of Coun 208 Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

To be completed by Field Placement (Coun 249) Field Placement Supervisor

Name of Field Placement Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

(Circle one) First Field Placement      Second Field Placement

Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Please check the appropriate box for each of the dispositions.

**Rating scales**

0 = not observed    1 = inadequate    2 = meet expectations    3 =exceeds expectations

<b>DISPOSITION</b>	0	1	2	3
<b>Reflection. Examples of behavioral indicators include, but are not limited to:</b>				
Continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community).				
Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients				
Accepts and incorporates suggestions in subsequent practice.				
Demonstrates accurate self-analysis regarding one’s own strengths and weaknesses.				
Collects accurate data and incorporates it into the reflective process.				
Is open to corrective feedback.				
<b>Critical thinking. Examples of behavioral indicators include, but are not limited to:</b>				
Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.				
Student work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.				

<b>Professional ethics. Examples of behavioral indicators include, but are not limited to:</b>				
Recognizes the importance of research to inform counseling for students with diverse needs.				
Shows commitment to ethical conduct.				
Actively advocates for students and encourages student self-advocacy.				
Works within the system to meet the needs of students and their families.				
Respects the confidentiality of students and their parents.				
Solicits and gives thoughtful consideration to alternative and contradictory opinions.				
Maintains a positive working relationship with peers in practicum/ with school personnel in field placement.				
Views families as partners in the educational and counseling process.				
Exhibits care for quality in the preparation and implementation of work responsibilities.				
Adheres to ethical standards for counselors.				
<b>Valuing diversity. Examples of behavioral indicators include, but are not limited to:</b>				
Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)				
Develop intervention plans compatible with diverse needs of clients.				
(Field placement) Accommodates all learners, including those from diverse backgrounds, experiences, and cultures.				
Respects clients/students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores.				
(Field placement) Identifies guidelines and strategies for facilitating the academic and social inclusion of students with exceptionalities in general classrooms and in various inclusive activities and environments.				
<b>Collaboration. Examples of behavioral indicators include, but are not limited to:</b>				
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.				
Values families as full partners in the educational process				
(Field Placement) Collaborates with school personnel and families in all phases of intervention when possible.				
(Field Placement) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.				
Works well with others to develop opportunities for peer and student learning.				
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.				
<b>Life-long learning. Examples of behavioral indicators include, but are not limited to:</b>				
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences) using the information learned to improve counseling practice.				
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).				

Demonstrates a positive attitude toward learning.				
Demonstrates intellectual and academic curiosity.				
Maintains membership in professional organizations.				
Personal philosophy statement includes goals for professional development.				
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.				

## APPENDIX Q

### COUNSELING SERVICES

Alliant International University	253-2277
Onsite Counseling	452-1796
Family Service Center	227-3576
Exceptional Parent Unlimited	229-2000
Fresno New Connections	248-1598
Fresno County Mental Health	453-6304
Northwest Family Center	225-3222
Clinca Sierra Vista	457-5900
Comprehensive Youth Services	229-3561
PACT (Suicidal)	453-8622
Fresno Crisis Hotline	453-8622
Suicidal Hotline	1-800-273-8255
CSU, Fresno- Psychological Services (Students only)	278-6738

### SPANISH SPEAKING

<b>Centro la Familia</b> (accepts medical)	237-2961 Ext. 29
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### SUBSTANCE ASBUSE

Kings View	459-0334
Westcare (Inpatient)	265-4800
Narcotics Anonymous	255-5881
Spirit of Women (Inpatient)	244-4353
Alcohol Anonymous 265-3560	Spanish-266-6752, English-

### CHILD/ELDER ABUSE

Child Protective Services	255-8320
Adult Protective Services	255-3383

### MEDICAL & PSYCHIATRIC RESOURCES

Fresno County Mental Health- Adult Services	453-4099
Fresno County Mental Health-Children's Services	453-8918
Community Behavioral Health Center	449-8000

### DOMESTIC VIOLENCE RESOURCES

Holy Cross Center for Women	237-3379
Marjoree Mason Center (Anger Management)	226-1831
Marjoree Mason Center (Victim Service)	237-4706/(800)640-0333

### SHELTERS/HOMELESSNESS/FOOD/FINANCIAL

Family Service Center	233-0138
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Fresno County Dept. of Temp. Assistance/Employment.	453-4357
Poverello House	498-6988
Fresno Rescue Mission	268-0839
Youth Sanctuary	268-1045
Hotline Crisis	1-800-784-2433
Evangel Home (women and children in crisis)	264-4714

**SUICIDE**

Urgent Care Wellness Center	253-9171
Fresno Suicide Survivors of Loss	322-5877
Suicide Hotline	1-800-273-8255

**PARENTING/CHILD & FAMILY RESOURCES**

Comprehensive Youth Services	229-3561
WIC	263-1150
Families First (Medi-cal)	248-8550
Fresno Health Consumer Center	570-1205
E.P.O.	229-2000

**AIDS/STDs**

AIDS Program	445-3434
All About Care	222-9471

**LOW COST COUNSELING**

Alliant International University- Psych. Services	253-2277
CSU, Fresno- Psych. Services (students only)	278-6738
Foster Friends Adoption Agency	431-0500
Link Care (Christian Based)	439-2647
Onsite Counseling	452-1796
Centro La Familia (Medi-cal)	237-2961
Wellness Community Center	326-5100x202

**ANGER MANAGEMENT**

Comprehensive Youth Services (adult & youth)	229-3561
D.S.E Consulting	264-0499

**GRIEF & LOSS**

Footsteps/ St. Agnes Hospice	450-5600
Hinds Hospice Center	222-0793
Life After Loss	450-5600