

Spring 2022

CE 660 Syllabus: Counseling Theory & Practice

Mary Fawcett
Winona State University

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Winona State University Counselor Education Department CE 660: Counseling Theory and Practice Semester Hours: 3		
Course Location	This class meets face-to-face weekly, with physician documented reason to attend via Zoom; Tuesday evenings from 5pm to 8pm on the WSU Rochester Campus, Broadway Building, Room 317.	
Instructor	Mary Fawcett, Ph.D.	
Instructor Phone & E-Mail	507-457-5338; mfawcett@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	351 Helble Hall	
Instructor Office Hours:	Mondays, 12-5pm (Virtual), Tuesdays, 3-5pm (Rochester), Thursdays, 2-5pm (Winona) and by appointment	

I. COURSE DESCRIPTION

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues

II. COURSE PREREQUISITES

Prerequisites: [CE 601 - Foundations of Counseling](#), completion of or concurrent registration in [CE 658 - Microskills](#) and CE 660 permission of instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 12 semester credits in the CE department and have satisfied all relevant course prerequisites. Students should consult with their faculty adviser and refer to the detailed enrollment procedures in the CE Program Handbook. Grade only.

III. COURSE OBJECTIVES

The purpose of this course is to expose students to a wide variety of theories in personality and counseling and to apply those approaches to practices in counseling. The course provides the student with the opportunity to practice those various approaches to counseling in simulated developmental settings and role-playing situations. The purpose is also to provide the opportunity for the student to develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms,

style, counseling techniques and effectiveness.

Upon completion of this course the student will be able to:

1. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations
2. Demonstrate counseling competence with the counseling theories of Rogers, Adler, Glasser, Perls, cognitive behaviorists (Ellis, Beck), psychodynamic and multicultural theorists (skills)
3. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge)
4. Recognize and practice interventions for issues related to a variety of populations (skills)
5. Formulate his/her own personal counseling philosophy which integrates several theories and produce a written theory paper (knowledge)
6. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge)
7. Understand the ethical knowledge as it applies to specific cases (skills, knowledge)
8. Understand the basics of family therapy (knowledge)
9. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills)

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Sharf, R. S. (2016). *Theories of psychotherapy and counseling* (6th Ed). Belmont, California: Brooks/Cole Publishing Co. ISBN: 9781305087323

Additional materials and resources posted on the related course D2L page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 660 are included.

- Read through these standards carefully!

2016 CACREP STANDARDS CORE	Skills Tapes	Final Exam	Theory Paper
2. SOCIAL AND CULTURAL DIVERSITY			
2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	X	X	X
2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	X	X	X
2f. Help-seeking behaviors of diverse clients.	X	X	X
2g. The impact of spiritual beliefs on clients' and counselors' worldviews.	X	X	
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	X	X	
3. HUMAN GROWTH AND DEVELOPMENT			
3c. Theories of normal and abnormal personality development.	X	X	
3d. Theories and etiology of addictions and addictive behaviors.	X	X	
5. COUNSELING AND HELPING RELATIONSHIPS			
5a. Theories and models of counseling.	X	X	
5f. Counselor characteristics and behaviors that influence the counseling process.	X	X	
5g. Essential interviewing, counseling, and case conceptualization skills.	X		
5i. Development of measurable outcomes for clients.	X	X	
5l. Suicide prevention models and strategies.	X		
5n. Processes for aiding students in developing a personal model of counseling.	X		

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING			
1. FOUNDATIONS			
1b. Theories and models related to clinical mental health counseling.	X	X	
1e. Psychological tests and assessments specific to clinical mental health counseling.		X	
2. CONTEXTUAL DIMENSIONS			
2e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	X	X	
2j. cultural factors relevant to clinical mental health counseling.	X	X	X
2016 CACREP STANDARDS SCHOOL COUNSELING			
3. PRACTICE			
3f. Techniques of personal/social counseling in school settings.	X		

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

Lecture, skills illustrations, class discussions, video clips and practice.

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1, 2, 3, 4, 6, 7, 9	Skills Tapes (6)	Core: 2a, 2b, 2f, 2g, 2h, 3c, 3d, 5a, 5f, 5g, 5i, 5l, 5n CMHC: 1b, 2e, 2j School: 3f	Jan 18 (PC) Feb 1 (MI) Feb 15 (CBT) Mar 1 (Adlerian) Mar 29 (CCC Tape) Apr 12 (Adlerian) May 26 (Int Tape)	42
1, 3, 4, 7, 8,	Final Exam	Core: 2a, 2b, 2f, 2g, 2h, 3c, 3d, 5a, 5f, 5i CMHC: 1b, 1e, 2e, 2j	May 5	35
3, 4, 5, 9	Theory Paper	Core: 2a, 2b, 2f CMHC: 2j	April 26	23
All assignments are scored on a 100-point scale, and then weighted using the percentages above.				100

A. Description of Assignments

- Attendance:** Attendance and Participation: students are required to attend all class sessions in person. Zoom attendance will be the result of inclement weather or a physician documented reason to attend via Zoom. One total absence for an emergency is allowed with permission from instructor with expectations that class will be requested to be recorded in advance and assignments turned in on time. If it is necessary to miss more than one class **for any reason, including emergencies**, the student should consider withdrawing from the course.
- Taped Sessions:** Seven tapes will be made for the following theories: Rogerian, MI, CBT, Adlerian, Reality, Cross-Cultural Specific Counseling Theory, Integrative Theory. Most tapes will be for the length of 25 minutes; The PC session will be 15 minutes; the integrative tape is 30 minutes. Taped sessions may be redone to achieve a higher grade. Sessions will be recorded on student devices and uploaded to MediaSpace with a link submitted to D2L on a Word document.
- Final Exam:** The final exam will be multiple-choice format and will evaluate a student's knowledge of the various theories learned over the course of the term. The exam will be taken online via D2L. The exam is NOT open book and students may NOT use each other, the Internet, or other resources while taking this exam. Students will be allowed one attempt only.
- Theory Paper:** The Theory Paper is a discussion about the student's personal theory of

counseling with important distinctive elements about theories that have a meaning for the student. Elements of the paper include:

- how well the theories complement each other,
- how the student intends to combine specific techniques for each of the chosen theories, and
- how the student plans to address multicultural concerns with chosen theories.

Papers should be formatted APA Style, be a minimum of ten (10) pages (including the title page and references) and have a minimum of five (5) scholarly resources, including the course text.

- **Late work will be accepted BY PERMISSION OF THE INSTRUCTOR and at the cost of 5 points deducted per day late.**

B. Grading for Course

- **Final Grade Scale:**

100-90:	A
89-80:	B
79-70:	C
69-60:	D

- **Taped Session Rubric**

<i>Points Possible</i>	<i>6 points</i>	<i>5 points</i>	<i>3-4 points</i>	<i>2 or fewer</i>
<i>Demonstration of Theory</i>	Above average tape illustrating theory, uses 2-3 theoretical interventions and skills highlighted in class.	Average tape illustrating theory, uses fewer than 2 theoretical interventions.	Below average tape illustrating theory, uses some of theoretical concepts but no interventions.	Tape does not illustrate theory.
<i>Therapeutic Presence</i>	Student demonstrates empathy, exemplary listening skills, and a variety of microskills.	Student demonstrates empathy, good listening skills, and some microskills.	Student lacks empathy, demonstrates marginal listening skills, and few microskills.	Student lacks empathy, poor listening skills, and no microskills.
<i>Structure of Session</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors –weak statements are not replaced with preferred statements.

	with preferred statements and three paragraphs about strengths, weaknesses, and goals for next session			Requirements not met.
<i>Confidence</i>	Student demonstrates confidence and does not stop the session to regroup or come up with the next thing to say	Student demonstrates confidence and stops the session to regroup or come up with the next thing to say 1-3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times, and stumbles on most of his/her responses

- **Final Exam Rubric**

70 M/C questions=35% of grade: each question is worth .5% of the final grade.

- **Theory Paper Rubric**

<i>Points possible</i>	<i>20-23 pts.</i>	<i>15-19 points</i>	<i>10-14 points</i>	<i>Fewer than 14 points</i>
<i>Content</i>	Paper clearly concerned with counseling theory. All aspects of assignment addressed and discussed, and complex thinking skills utilized.	Paper clearly concerned with counseling theory. Most aspects of assignment addressed and discussed, and complex skills utilized.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing. No evidence of complex thinking skills.
<i>Format</i>	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references, including the text.	Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). Minimum of 5 scholarly references, including the text.	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.
<i>Depth of Understanding</i>	Synthesis of relevant theories and ideas from assigned course readings. Inclusion and analysis of material from outside readings specifically related to chosen theories.	Synthesis of relevant theories and ideas from assigned course readings. Material included from outside readings specifically related to chosen theories, however, a depth of understanding is not	Theories and ideas are presented but not synthesized. Material included from outside readings specifically related to chosen theories, however, a depth of understanding is not demonstrated.	Theories and ideas are presented but not synthesized. Limited material included from outside readings specifically related to chosen theories, and a depth of understanding is not demonstrated.

		demonstrated.		
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VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,
(www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260
(www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE

DATE	Topic	CACREP Standards <i>Core/CMHC/School</i>	Content	Activities & Assignments
1.11	Introductions, syllabus, review of microskills, partner selection, Chapter 6, Person-Centered Theory	CMHC: A2, A5, B1, C9, D2, E1, E3 SC: B1, C1, E1, J1 CORE: 5B, 5C, 5D	Chapt.6, Person-Centered Theory	Lecture, discussion and (Note: all sessions will be recorded by students outside of class, and it is recommended that group partners record each other's sessions as back up) ; car pool, group assignment
1.18	Review of Person-Centered, CED REORIENTATION Motivational Interviewing	CMHC: A2, A5, A6, B1, D2, D3, E1, E3, F3 SC: C1, D5, E1, J1 CORE: 5B, 5C, 5D	MI Handout (D2L)	Person-Centered Tape Due Lecture and Class Discussion
1.25	Motivational Interviewing cont. Chapter 8, Behavioral Theory	CMHC: A2, A5, A6, B1, D2, D5, E1, E3, K3, K4 SC: B1, C1, E1 CORE: 5B, 5C, 5D	Chapt. 8, Behavior Theory	Lecture, discussion
2.1	MI Follow up Chapter 8, Behavioral Theory cont. Chapter 10, Cognitive Theory	CMHC: A2, A5, B1, C9, D2, E1, E3, F3, G1, G2 SC: C1, C3, E1, G1, G2, J1 CORE: A2, 2C, 3G, 5B, 5C, 5D	Chapter 10, Cognitive Theory	Lecture and Class Discussion MI Tape Due
2.8	Chapt. 10, Cognitive Theory cont.	CMHC: A2, A5, B1, C9, D2, D6, E1, E3, F3, G1, G2, K3, K4 SC: A2, B1, C1, E1, J1 CORE: 5B, 5C, 5D		Lecture, discussion
2.15	Review CBT go over lifestyle summary Chapter 4, Adlerian Theory	CMHC: A2, A5, B1, D2, E1, E3	Lifestyle Summary Handout (D2L)	Cognitive/ Behavioral Tape due Lecture and Class Discussion

		<p>SC: C1, E1, G1, G2</p> <p>CORE: 5B, 5C, 5D</p>		
2.22	<p>Chapt 4, Adlerian Theory cont.</p> <p>Chapter 3, Jungian Theory</p> <p>Chapter 12, Solution Focused Theory</p>	<p>CMHC: A2, A5, B1, C9, D2, D8, E1, E3, F3, K3, K4</p> <p>SC: C1, D5, E1, J1</p> <p>CORE: 5B, 5C, 5D</p>	<p>Chapt 4, Adlerian Theory</p> <p>Chapter 3, Jungian Theory</p> <p>Chapter 12, Solution Focused Theory</p>	<p>Lifestyle summary due: NOT Turned In, just completed for discussion in class</p> <p>Lecture, discussion</p>
3.1	<p>Review Adlerian</p> <p>Feminist Theory</p> <p>Narrative Theory</p>	<p>CMHC: A2, A5, B1, D2, E1, E3</p> <p>SC: C1, E1</p> <p>CORE: 2A, 2B, 5B, 5C, 5D</p>	<p>Feminist Theory, Chapter 13</p> <p>Chapter 12 Narrative Theory</p>	<p>Adlerian Tape due</p> <p>Lecture and Class Discussion</p>
3.8	Spring Break			
3.15	<p>Racial Identity Models (handout, D2L)</p> <p>Counseling Specific Minority Groups</p> <p>Herring and Walker's Cross-Cultural Specific Model</p>	<p>CMHC: A2, A5, B1, C9, D2, E1, E3, F3</p> <p>SC: C1, D1, D2, D5, E1, F1, F2</p> <p>CORE: 2A, 2B, 2C, 2F, 5C</p>	<p>Racial Identity Models (handout, D2L),</p> <p>Herring and Walker's Cross-Cultural Specific Model (handout, D2L)</p>	<p>Lecture and Class Discussion</p>
3.22	<p>Herring and Walker's Cross-Cultural Specific Model, cont.</p>	<p>CMHC: A2, A5, B1, D2, D9, E1, E3</p> <p>SC: C1, D1, D2, D5, E1</p> <p>CORE: 2A, 2B, 2C, 2F, 5C</p>	<p>Herring and Walker's Cross-Cultural Specific Model (handout, D2L)</p>	<p>Lecture, discussion</p>
3.29	<p>Review CCC</p> <p>Chapter 9, REBT</p>	<p>CMHC: A2, A5, B1, D2, E1, E3, F3</p> <p>SC: C1, E1</p> <p>CORE: 5B, 5C, 5D</p>	<p>Chapter 9</p>	<p>Cross-Cultural Specific Counseling Tape Due</p> <p>Lecture, discussion</p>
4.5	<p>Chapt. 11, Reality Theory</p>	<p>CMHC: A2, A5, B1, C9, D2, E1, E3, F3, K3, K4</p> <p>SC: B1, C1, C3, E1, J1, O4</p>	<p>Chapter 11</p>	<p>Lecture, discussion</p>

		CORE: 5B, 5C, 5D		
4.12	Psychoanalytic Theory Existential Theory	CMHC: A2, A5, B1, D2, E1, E3 SC: A2, C1, D5, E1, H1, H4, H5 CORE: 5B, 5C, 5D	Psychoanalytic Theory, Chapter 2, Existential Theory, Chapter 5	Reality Theory Tape Due Lecture and Class Discussion Cross-Cultural Specific Counseling Tape Due
4.19	Preparing for Integrative Tape Gestalt Theory	CMHC: A2, A5, B1, C9, D2, E1, E3, F3 SC: C1, E1, J1 CORE: 5B, 5C, 5D	Using Metaphors in Counseling handout in D2L, Gestalt Theory, Chapter 7	Lecture, discussion
4.26	Gestalt Theory, cont. Review of Theories, Prepare for Exam	Exam: CMHC: A2, A5, B1, D2, E1, E3 SC: C1, E1 CORE: 2C, 3G Paper: CMHC: A5, D2, F3 SC: A2 CORE: 2A, 2B, 2C, 2F, 5D Tape: CMHC: A5, B1, D2, F3 SC: A2 CORE: 2A, 2C		Final Tapes Due Personal Theory Paper Due
5.3 5-7pm	Final Exam, D2L			

APPENDIX A

INFORMED CONSENT

THIS WILL BE READ AT THE BEGINNING OF EACH SESSION.

.....

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we are going to be using the **Person Centered approach**, where I will be acting as a partner with you, exploring whatever you want to bring to the session. The focus is basically on you, your feelings, and where you want to take the session. I'm wondering if you have any questions about this. Tell me what you want to talk about today.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we are going to focus on **Motivational Interviewing**, where I will be acting as a guide with you. We will take a look at your behaviors, current decisions and motivation levels. I'm wondering if you have any questions about this. Last time we...You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today I'll be using **cognitive/behavioral techniques**. We will focus on your thoughts/behaviors/feelings. As we talk about your work, you may find some new insights about your thoughts/behaviors as they relate to your current issue. I'm wondering if you have any questions about this. Last time we...You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today, we'll be using **Adlerian techniques**. This means we will be focusing on family of origin issues and what you learned about yourself through your family. This may also mean that we explore the type of 'script' you have learned to live and how this relates to your current

issues. I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today, we'll be using **Cross Cultural Specific Theory**. This means we will be focusing on cultural and ethnic issues and what you know about yourself in terms of values, traditions, and family dynamics. This may also mean that we explore the types of oppression you have experienced because of your minority status within the culture in which you live. I'm wondering if you have any questions. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we'll be using **Reality Theory techniques**. This means we'll be focusing on your current issues and your responsibilities and choices related to them. We may explore problem solving options and make specific plans about your next few weeks. I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we'll be using _____ **techniques**. This means we'll be focusing on _____ I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Instructions for Taping and Transcript

- (1) Assume your client has already signed a release for taping (and mention this) at the beginning of the session.
- (2) Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
- (3) Always use opening and closing summaries, and set goals for session where appropriate (for all theories except PC).

After Taping:

- (1) Check out with client if there are any portions they do not wish shown to the class;

- (2) Make a transcript of the tape, using the TRANSCRIPT FORMAT and identify microskills;
- (3) Write one paragraph about your strengths, one paragraph about your areas needing improvement, and a final paragraph about your goals for the future sessions;
- (4) Be prepared, if asked by the instructor, to show part of your recorded session to the class.

Transcribe each tape according to the attached TRANSCRIPT FORMAT. Write on one side of the page only and type. No handwritten transcripts will be accepted. Please follow directions exactly.

Do **NOT** WRITE THE CLIENT’S NAME ANYWHERE ON THE TRANSCRIPT.

Keep **confidential** what is discussed in sessions.

TRANSCRIPT FORMAT TO BE FOLLOWED

**Tape #1
January 21, 2020
Person-Centered**

Statement	Skill/observation
Cl #1: I’m just really confused about....	looking down
CO#1: You sound concerned and angry...	RF
Cl #2: I am, I really worry...	crying
CO#2: Tell me more	Enc
Cl#3: I just don’t know what...	
CO#3: You are worried that...	RF & Enc
CL#4: I want so much for...	
CO#4: You should just go ahead and marry him	Ugh! Advice!
PS: Tell me more about the relationship	Foc

Note: Preferred Statements are allowed on all tapes.

Three paragraphs:

- Strengths
- Areas to Improve
- Goals for Next Tape/Practicum

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Additional Resources

10 Virtual Reality Applications for Mental Health:

<https://www.nanalyze.com/2019/04/virtual-reality-mental-health/>