Assessment – Content Knowledge in Counseling

COUN 840

1. Description of Assessment – Case Conceptualization/Study
This assessment is designed to test the candidate’s theoretical knowledge and practical understanding of how to apply that knowledge in a counseling session. COUN 839 is a course designed to give candidates practical counseling experience in an agency or school setting. Candidates must demonstrate the ability to assess and treat clients and chart clients’ progress. (Prerequisites: 36 hours of completed graduate hours including COUN 735, 736, 890, and written consent of the cooperating field supervisor)

CORE CONDITIONS / BASIC SKILLS

Core Conditions

**Genuineness or Congruence:** The counselor's responses are sincere and appropriate.

**Empathy:** The counselor understands the client's feeling and experiences within the client's frame of reference and communicates that understanding without judgment.

**Positive Regard or Respect:** The counselor communicates respect and concern for the client's feelings, experiences and potential, preserving the client's dignity without interjecting his/her own values.

**Concreteness:** The counselor assists the client in expressing her/his feelings and experiences in concrete and specific terms.

Dimensions of Nonverbal Communication
As well as the verbal content of the discussions between counselor and client, the two are communicating to each other nonverbally through the following dimensions.

**Time:** parameters of session, amount of time spent on different topics

**Body Language:** posture, facial expressions, gestures, eye contact, touching

**Voice:** tone, rate of speech, loudness

**Use of Environment:** distance between client and counselor, arrangement of furniture, clothing

Basic Communication Skills

**Minimal verbal response:** The counselor uses "umm hmm", "oh", "yes" to communicate to the client s/he is listening without interrupting the client's train of thought.

**Probes:** The counselor uses open-ended questions to solicit additional information about the client's, thoughts/feelings/behaviors.

**Silence:** The counselor can tolerate appropriate silences in facilitating client progress.

**Paraphrase:** Without changing the meaning, the counselor states in fewer words the content of what the client has previously said.

**Reflection:** From either verbal or nonverbal cues, the counselor accurately describes the client's affective state.

**Summarization:** The counselor combines two or more of the client's thoughts, feelings of behaviors into a general theme.

**Clarification:** The counselor has the client clarify vague or ambiguous thoughts. feelings
or behaviors.

**Advanced Skills**

- **Confrontation:** The counselor highlights incongruities between the client's verbal and nonverbal communication or within the client's verbal communication.
- **Self-disclosure:** The counselor briefly and appropriately discloses information about him/herself in a facilitative manner.
- **Immediacy:** The counselor briefly and appropriately discloses his/her immediate reactions about the client to the client.

**2. Alignment of Assessment to Standards**

Assessment aligns with the following standards:

**TExES COMPETENCIES FOR SCHOOL COUNSELORS**

**Domain I**

**Competency 002**

Environmental influences. The professional school counselor understands the impact of environmental influences on learners' development and achievement and facilitates learners' development of strategies that help them cope with situations that may hinder their learning.

**Competency 003**

Diversity. The professional school counselor demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all learners and promoting a climate of mutual respect in which students learn to value themselves and others.

**Domain II**

**Competency 004**

Program management. The professional school counselor uses effective leadership skills to plan, implement, and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.

**Competency 008**

Assessment. The professional school counselor uses formal and informal assessment to provide information about and to learners, to monitor student progress, and to recommend modifications to the educational environment to help all learners achieve success in school.

**Domain III**

**Competency 009**

Consultation and collaboration with school personnel. The professional school counselor consults with school personnel, provides professional expertise, and establishes collaborative relationships that foster the growth of a support system for the school community.

**Competency 012**

Ethical, legal, and professional standards. The professional school counselor complies with the legal, ethical, and professional standards for Texas public school educators; engages in self-reflection and professional growth activities; and works with colleagues to advance the counseling profession.

**COURSE OBJECTIVES include the following CACREP Standards**

1. CACREP Standards II-K-1a, School A-1 and Community A-1
The student will identify or list and describes events in the history and philosophy of the counseling profession including significant factors and events in the human service/mental health movements and school settings.

2. CACREP Standards II-K-1-h, II-K-2-f and Community A-4
The student will list sources of Codes of Ethics for counselors of various specialties and identify Statements which describe legal and ethical considerations for counseling that are consistent with the ACA Code of Ethics.

3. CACREP Standards Community and School A-3, A-2
The student will identify professional roles of the counselor in a variety of educational and non-educational settings. They will also identify public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.

4. CACREP Standards II-K-1-b and Community B-1
The student will identify or explain roles of non-counseling professionals including psychologists, social workers, teachers, and physicians in relation to counselors and will identify or explain proper steps and/or precautions in dealing with referrals to and/or from such professionals.

5. CACREP Standards II-K-1-d and M-F-A-2
The student will list and/or describe the major services, benefits, and activities of professional associations such as ACA (and its divisions) and AAMFT and their state-level counterparts.

6. CACREP Standards II-K-1-e
Student will understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

7. CACREP Standards A-2
The student will identify the purpose of accreditation of counselor education programs and identify accrediting bodies including CACREP, AAMFT, and APA. Also discussed will be roles, functions, preparation standards, credentialing licensure of community counselors, and effects and public policy.

8. CACREP Standards II-K-5-b7 and School. B-7
Student will have an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. This will include knowledge of prevention and crisis intervention. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.

9. CACREP Standards II-K-5-c
Student will know counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so they can begin to develop a personal model of counseling.

10. CACREP Standard Community B-4
The student will learn the general principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks in local community through site visits.

11. CACREP Standards II-K-5-a and School C-3b
The student will understand counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

12. CACREP Standards II-K-5-d
The student will be exposed to a systems perspective that provides an understanding of family and
other systems theories and major models of family and related interventions. Students will be exposed to a rational for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

13. CACREP Standards II-K-5-e
Student will have a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation.

I. CACREP Standards II-K-1-f
Student will understand public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.

<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; 2) demonstrates the capacity to problem solve, and to think critically and reflectively; 3) demonstrates an understanding of human development, and the ability to act on this understanding; 4) demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; 5) demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; 6) demonstrates an understanding of effective communication and collaboration strategies; 8) demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; 10) acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; 11) demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; 12) demonstrates a commitment to high moral and ethical values; 14) values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction; 16) demonstrates by appropriate behaviors during class settings and in work environment; The candidate has been alert and responsive; 17) demonstrates a respect for the profession; 18) demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experience, meetings and etc; 19) maintains confidentiality; 20) demonstrates the ability to compromise and to respect others’ opinions during group work; 21) participates in professional development activities that were recommended.</td>
</tr>
</tbody>
</table>