



Counseling Theories & Practice: Part One

Institutional Information

Antioch University Seattle

Master of Arts in Clinical Mental Health Counseling (CMHC) Program

Basic Course Information

COUN 5105: Counseling Theories & Practice: Part One

3 credits (quarter)

(Term, Year)

Required prerequisites: Communications & Counseling Skills or by program and instructor permission

(First and last day of the course)

(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

Instructor Information

(Instructor's name)

2400 3rd Avenue, Suite 200, Seattle, WA 98121

(Individual campus phone number or leave blank for adjunct)

(Antioch email address (*only - Do not include personal or other email address.*))

Office hours/instructor availability:

(ZOOM Drop-in Hours and link)

Course Owner and Course Liaison Information

- **Primary Course Owner/Liaison:**
Erin Berzins, PhD, LMHC: eberzins@antioch.edu
- **Secondary Course Owner/Liaison:**
Leah Batty-Hibbs, MA: lbattyhibbs@antioch.edu
- **Course Consultant:**
Colin Ward, PhD, LMHC: cward@antioch.edu

Course Description

In this course students learn the theoretical foundations of various counseling theories within the modern and postmodern era and apply theory-specific skills and techniques in a counseling context. Through role-play and simulated counseling sessions, students begin to formulate a theory of counseling, increase their multicultural competence, and strengthen their professional counselor identity. Specific counseling approaches addressed in this course include Psychodynamic, Adlerian, Behavioral, Cognitive Behavioral Therapy, Reality Therapy, and Integrative.

Teaching and Learning Methods

This course emphasizes the theoretical foundations of various counseling theories within the modern and postmodern era and applies theory-specific skills and techniques in a simulated counseling context. Learning experiences include lecture, discussion, collaborative learning, audio and video recordings, role-playing, case study analysis, reading, experiential learning, examination, and clinical videos, to enhance student engagement with the course material.

Program Competencies & Outcomes

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

<i>Student Learning Objectives</i>	<i>Key Performance Indicators</i>	<i>Direct Evaluative Methods</i>
1. Describe the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, and the role of individual development in application of theory (2016 CACREP Standards: 2F.2.d., 2F.3.b.c.).	<p>A) Thorough discussion of multicultural implications in weekly journal, demonstrating master's-level analysis and critique of theories.</p> <p>B) Active participation in classroom discussions, demonstrating understanding of various cultural perspectives and openness to the experiences of others.</p> <p>C) Thorough discussion of theoretical understandings of normal and abnormal development (wellness and suffering) in final paper.</p>	<p>Weekly journals</p> <p>Final paper</p>
2. Describe the theories and models of counseling, and how to evaluate the evidenced-based nature of counseling theories and practices (2016 CACREP Standards: 2F5.a.b.c.f.j, F8.b. 5C1a.b.).	<p>A) Thorough discussion of the theory's use and application in weekly journal, demonstrating master's level analysis and critique of theories.</p> <p>B) Active participation in peer practice sessions, demonstrating understanding of theoretical intention and practices.</p>	<p>Weekly journals</p> <p>Session recordings</p>
3. Apply the theory and practice of counseling to advocate for and meet the diverse needs of clients (2016 CACREP Standards: 2F.1.d.e., 2F.2.a.b.h., 2F.5.a.g., 5C3b).	<p>A) Active participation in peer practice sessions, demonstrating ability to apply theory to the needs of the peer practice "client."</p> <p>B) Thorough investigation of multicultural application of theory in the final paper.</p>	<p>Session recordings</p> <p>Weekly journals</p> <p>Final paper</p>
4. Describe the process and factors that influence the development of a personal model of counseling (2016 CACREP Standards: 2F.5.f.n).	<p>A) Thorough exploration of personal experiences and reflections in weekly journal.</p> <p>B) Thorough exploration of personal theory of change in personal theory paper and final paper.</p>	<p>Weekly journals</p> <p>Personal theory paper</p> <p>Final paper</p>
5. Describe the history of the counseling profession, relevant to theoretical specialties, and the roles of counselors in various healthcare systems (2016 CACREP Standards 2F.1.a.b., 5C1a.b.).	<p>A) Active participation in classroom discussions, demonstrating master's level understanding of course readings and materials.</p> <p>B) Thorough exploration and critique of each theory's application and potential settings in weekly journal entries.</p>	<p>Weekly journals</p>

6. Apply theories of counseling to the principles of prevention and treatment of a broad range of mental health issues (5C3.b.).	A) Active participation in the case study classroom activity, demonstrating graduate level understanding of theory in practice. B) Thorough exploration of potential indications and contraindications of theoretical models for diverse client populations in weekly journals.	Weekly journals
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Required Textbook

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). <i>Counseling and psychotherapy theories in context and practice</i> (3 rd ed). Wiley.	ISBN: 978-1-119-47331-2
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Supplemental Resource

American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7 th ed.). Author.	ISBN: 978-1-4338-3217-8
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Course Requirements

To obtain credit for this course, all students must meet minimum attendance, scholarship, and competency standards. The specific course criteria and assessment standards for obtaining credit and competency are delineated below.

Attendance. Each student is expected to be on time and attend all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the minimum standard of attendance (90%), it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work or credit will be granted in those cases where 80% or more of the class meeting time has been missed.

Completion and Timeliness of Work: Students are expected to complete their work by the due date, unless prior arrangements have been made with the instructor. All assignments should be completed thoroughly, addressing each prompt or element of the assignment. Participation in in-class activities is considered an important component of the coursework.

Scholarship. All written papers must conform to APA writing standards of graduate-level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. Students will be permitted one opportunity to re-write a paper that fails to meet APA scholarship standards. **No rewritten final papers will be accepted beyond the end of the eleventh week of the quarter.**

Assessment Criteria for CMHC Students

In addition to the competencies specific to each course, CFT/CMHC students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

PCC – Professionalism and SKD – Professional:

Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

PCC - Reflective Practice and SKD – Perceptual:

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

PCC - Diversity and Social Justice and SKD – Executive:

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally

PCC - Written Communication and SKD – Conceptual/Evaluative:

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style. Does not engage in plagiarism of any type.

Competency Attainment Levels

All students are expected to demonstrate *Required Competency* in order to receive credit for the course. The levels of competence that will be assessed for this course are as follows:

1. **Below Competency (BC)** – demonstrates an insufficient understanding of modern and postmodern theories and practice of counseling by failing to meet *Required Competency*. See Appendix A for rubrics.
2. **Required Competency (RC)** – demonstrates a proficient understanding of modern and postmodern theory and practice of counseling by meeting all requirements for each assignment. See Appendix A for rubrics.
3. **Intermediate Competency (IC)** – demonstrates strong understanding of modern and postmodern theory and practice of counseling and applies critical analysis on all assignments. See Appendix A for rubrics.
4. **The level of Advanced Competency** – granted only to students in internship.

Final Assessment

All students will receive a final assessment of their overall competency for this course based on a mastery model of accomplishment—on student’s ability to demonstrate an increased capacity to understand and apply the learning material as they progress through this course. Hence, as students demonstrate this progression, they will receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning.

Antioch University Policies

In addition to the above Course Requirements, Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one’s own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Student policies are available on the AUS website under Resources/Student Policies:

<https://www.antioch.edu/seattle/resources/students/student-policies/>

Specific attention should be given to the following:

Attendance: Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes. See specific course requirements above.

Plagiarism: Plagiarism is defined as the presentation of an idea or a product as one’s own, when that idea or product is derived from another source and presented without credit to the original source. “Idea or product” includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

Conduct: Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.

Communication Protocol: All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students’ record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

Incompletes: If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student’s academic standing. Upon satisfactory completion of the INC, it will no longer count against the student’s academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and

not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

Audio- or Video-recording of Classes

This course includes recordings of class sessions for educational and academic purposes. The recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Questions about policies may be directed to Shana Hormann, Dean of Students, shormann@antioch.edu or 206.268.4714.

Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

Academic Support Lab (room 323 Library/CTL): The ASL offers *free* peer-based writing consultations through appointments (schedule directly on line at <https://antiochctl.mywconline>, call: 268-4416 or email: asl.aus@antioch.edu) and drop in hours as well as workshops and resources for successful writing at AUS. ASL tutors are graduate assistant students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check their website for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located on the AU Drive at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): fee-based writing support

The [Writers' Exchange \(WEX\)](#) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

Reasonable Accommodation of Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

Students in need of accommodation should contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4151 or dss.aus@antioch.edu to request reasonable accommodations.

Students are responsible for requesting their faculty members acknowledge an electronic Letter of Accommodation from the DSS office as soon as possible in the quarter. In cases that the disability accommodation of extended time on assignments is granted, each assignment must be discussed and specific due dates agreed upon in advance between student and faculty.

Assignments

1. Personal Theory Paper

In this paper, you will explore your *personal* beliefs about the following questions:

- A. What does it mean to suffer or struggle? In other words, how do you know when you or someone else is not doing well, and what meaning do you make of pain or hardship?
- B. What does it mean to thrive or to be healthy? In other words, what does it look or feel like to be doing well and how do we know what “wellness” is?
- C. What does it mean to help someone? How do we know what is helpful to another person?
- D. How has your own background, including your ADDRESSING model, influenced your perspective on these concepts?

The Personal Theory Paper is a reflective paper. No references are necessary, but please use proper citations if you do reference a source. This paper should be approximately 3-5 pages in length, excluding cover. **Due Week 2, _____**

2. Practice Sessions

At the beginning of the course, you will be paired with another student for practice dyads. During each practice class, you and your partner will “try on” the counseling modality, each taking a turn as counselor and client. See *Appendix B for criteria for giving feedback and Appendix C for the consent form*. The instructor will visit the dyads throughout the class and provide in-the-moment feedback and assistance. **You will be asked to turn in a video of one of your sessions by week seven, but no write-up is required.** You can think of this as “ungraded.” This is to ensure that you do not get shorted on individualized feedback. You should turn in a full-length video.

3. Session Journal

After each practice session, you will complete one session journal entry (in Sakai). Journal entries will likely be the equivalent of 3-4 paragraphs. Each entry must include the following sections:

- A. Counselor Experience: Share your own thoughts about being the clinician. (What was it like to try on this model? What did you like about using this theory? What did you not like about this theory?)
- B. Client Observation: Describe how you saw your client respond, utilizing the understanding and language of the theory. (What did you observe in your client during this session? How did your client appear to react to this theory? What seemed to work or not work for them?)
- C. Client Experience: Discuss your thoughts about being the client. (What was it like for you to be counseled in this modality? What did you like or not like?)
- D. Cultural Reflection and Application: Explore the multicultural implications of this theory, as you see them, including the settings in which you believe this theory would be well-suited or perhaps contraindicated. (Based on your experience with this model, what cultural factors do you think are important to remember? Did you observe any interventions which might need to be adapted to better suit the needs of a client of another cultural background? In which settings, or for which population, might this theory be appropriate?)
- E. Overall Learning: Discuss your take-aways/final thoughts. (How has the experience of practicing or observing this theory influenced your view of yourself as a clinician?)

4. Final Paper and Session

For the final paper, choose one counseling theory from the course which you would like to practice. Meet with your practice partner and record a session, at least 30 minutes in length. Video is preferable. Record

yourself utilizing the theory. This session will be the basis for your final paper. In the paper, you will discuss this theory in depth, including the following:

- A. Describe the theory you have selected, citing relevant sources. Include the following:
 1. How this theory understands human suffering and/or psychological abnormality.
 2. How this theory understands wellness and/or the goal of counseling.
 3. How this theory understands the role of the counselor.
- B. Choose a cultural group different from your own and discuss how this theory has been applied to working with that client population or utilize the research literature to offer a multicultural critique of this theory. Discuss any areas of advocacy needed within the counseling field to better serve a diverse community with this theory.
- C. Transcribe a brief section of your video/recording (approximately 5 minutes). Utilize the grid model below. Describe your theory-based intentions and how you believe your interventions went (the purpose here is to understand the theory, not prove that you did it perfectly; it is appropriate, and encouraged, to utilize a section of the session which included something you struggled with).
- D. Provide a brief narrative assessment of your use of the counseling theory and what you have learned about your personal theory of change through trying on this theory as a counselor. Re-visit your first paper to explore your growth throughout this quarter.

The final paper includes both research (sections A, B) and personal reflection (sections C, D). A minimum of three recent, relevant peer-reviewed citations should be used in sections A & B, beyond the course textbook. The paper should be approximately 8-9 pages in length, excluding cover, transcript, and references pages. **Due**

Example grid for transcriptions:

Statement	Theoretical intention or interpretation
C: So, yeah... that was difficult.	
T: Can you talk a little bit about what you were telling yourself in that moment?	Solicit cognitions; help client identify that their thoughts were playing a role in the situation.
C: I guess...I think I told myself that I was going to fail. Yeah...	Self-defeating thought.
T: Hmm	
C: ...And I think I was feeling so angry that I didn't care if I failed or not. I was just done, you know?	Self-defeating thought, connected to angry emotion, connected to withdrawal behavior.
T: How was it for you to be "done"?	Highlighting behavioral consequence of thoughts/emotions.
C: It was a relief at first...and then I felt bad about myself later, I think.	Client is identifying that the behaviors did not align with their values.
T: So, umm, that...that was a struggle. And...so...you mentioned you are moving?	I got stuck here. I lost the model a little and did not have a specific intention.
C: Yeah. I'm looking forward to a new house and finally having some light!	Appears to be mirroring my "chatting" behavior.
T: What do you think that will be like? Having these tough days at school and going home to a house that feels nicer to you?	Reconnecting the client to the idea that behavior/experience affects emotions and thoughts.

CLASS SCHEDULE AND SUMMARY OF ASSIGNMENTS

WEEK	TOPIC	READING DUE	ASSIGNMENTS DUE
One [date]	Course overview and syllabus Introduction to theory and historical perspectives Multicultural influences	Sommers-Flanagan & Sommers-Flanagan Ch. 1	
Two [date]	Psychoanalytic Theories	Ch. 2 Sakai folder 2	Personal Theory Paper
Three [date]	Neo-psychoanalytic and Attachment <i>Practice sessions</i>	Sakai folder 3	
Four [date]	Individual Psychology and Adlerian Therapy <i>Practice sessions</i>	Ch. 3 Sakai folder 4	Journal entry 1
Five [date]	Behavioral Therapies <i>Practice sessions</i>	Ch. 7 Sakai folder 5	Journal entry 2
Six [date]	Cognitive Therapies <i>Practice sessions</i>	Ch. 8 Sakai folder 6	Journal entry 3
Seven [date]	Choice and Reality Therapies <i>Practice sessions</i>	Ch. 9 Sakai folder 7	Journal entry 4 Session recording, with no write-up, no later than this week
Eight [date]	Feminist Therapies <i>Practice sessions</i>	Ch. 10 Sakai folder 8	Journal entry 5
Nine [date]	Theory application exercise: video case study <i>Practice sessions – opportunity to record session for final paper if desired</i>	Sakai folder 9	Journal entry 6
Ten [date]	Wrap-up	Sakai folder 10	Final Paper, with recording

Schedule assignments and course content are subject to change at the discretion of the instructor. Please be available week 11th if a class needs to be rescheduled.

Appendix A: Assignment Rubrics

	INTERMEDIATE COMPETENCY	REQUIRED COMPETENCY	BELOW COMPETENCY
Personal Theory Paper	Addresses all aspects of the assignment; each prompt or question is responded to with complete, thoughtful reflections. Main ideas are clear and well developed. Paper has minimal APA errors, demonstrating exemplary graduate level knowledge of APA guidelines.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing. Paper has recurring APA errors, demonstrating developing graduate-level knowledge of APA guidelines.	Some prompts or questions are not addressed. Main ideas are unclear. Paper has extensive APA errors, demonstrating below graduate-level understanding of APA requirements.
Practice Sessions	Demonstrates knowledge of counseling theory through use of appropriate interventions and style. Uses appropriate micro-skills and professional counseling behavior. Provides constructive, collegial feedback to peers when acting as observer. Demonstrates willingness to tolerate learning process with openness and patience. Student clearly integrates and applies feedback to demonstrate progression between sessions.	Demonstrates beginning understandings of counseling theory through trying on new interventions and theory-specific style. Works toward appropriate counseling micro-skills and professional counseling behavior. Provides observer feedback in professional manner. Works toward patience with the learning process.	Engages in counseling behavior which could be harmful to a client. Fails to provide observer feedback or provides feedback which is unprofessional, not constructive, or belittling to a peer. Expresses rigidity or unwillingness to engage in the learning process.
Session Journal	Addresses all aspects of the assignment; each prompt or question is responded to with complete, thoughtful reflections. Main ideas are clear and well developed.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing.	Some prompts or questions are not addressed. Main ideas are unclear. Journal entries are missing.
Final Paper	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Transcription grid demonstrates strong understanding of theory. Writing demonstrates exemplary graduate-level APA format and style. Content is coherent, well organized, and written in a scholarly tone. More than three recent, scholarly sources, beyond the textbook, are cited.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing and supported with evidence. Transcription grid includes basic understanding of the theory. Writing demonstrates developing graduate-level APA format and style. Paper demonstrates developing scholarly tone.	Some prompts or questions are not addressed. Main ideas are unclear. Understanding of theory is not apparent in transcription grid. Colloquial rather than scholarly tone. Paper does not demonstrate understanding of material. Analysis or critique is based on opinion, not evidence.

Appendix B: Criteria for Appropriate Feedback

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc.).
2. Keeps the relationship intact, open, and healthy (though not devoid of healthy conflict).
3. Validates the feedback process in future interaction (rather than avoiding it because “last time it hurt”).

Giving Feedback

Effective Feedback	Ineffective Feedback
Describes the behavior specifically: “Your voice was louder when you were telling the client...”	Uses judgmental statements: “You were being rude to the client.”
Comes as soon as possible after the behavior.	Is delayed, saved up or dumped.
Is direct, from sender to receiver.	Indirect; ricocheted (“Tom, how do you feel when Jim cracks his knuckles in session?”)
Uses “I” messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions.	“Ownership” is transferred to “people,” “everybody,” “we,” etc: “Everybody thinks you ask too many closed questions in session.”
Refers to behavior the receiver can do something about.	Refers to behaviors over which the receiver has little or no control. “Your southern accent is very annoying.”
Recognizes that this is a “process,” that an interaction between the sender and receiver can occur at any moment.	No recognition of the need to process the feedback.

Receiving Feedback

Effectively Receiving Feedback	Ineffectively Receiving Feedback
Open: listens without frequent interruption or objections.	Defensive: defends personal action, frequently objects to feedback given.
Responsive: willing to hear what’s being said without turning the table.	Attacking: verbally attacks the feedback giver and turns the table.

Accepting: accepts the feedback, without denial.	Denies: refutes the accuracy or fairness of the feedback.
Respectful: recognized the value of what is being said and the speaker's right to say it.	Disrespectful: devalues the speaker, what the speaker is saying, or the speaker's right to give feedback.
Engaged: interacts appropriately with the speaker, asking for clarification when needed.	Closed: ignores the feedback, listening blankly without interest.
Active listening: listens carefully and tries to understand the meaning of the feedback.	Inactive listening: makes no attempt to "hear" or understand the meaning of the feedback.
Thoughtful: tries to understand the personal behavior that has led to the feedback.	Rationalization: finds explanations for the feedback that dissolve any personal responsibility.
Interested: is genuinely interested in getting feedback.	Patronizing: listens but shows no real interest.
Sincere: genuinely wants to make personal changes if appropriate.	Superficial: listens and agrees. But gives the impression that the feedback will have little actual effect.

Guidelines for Feedback borrowed from Dr. Andrew Wood.

Appendix C: Consent for Peer Practice Sessions

PARTICIPATION IN THE COUNSELING DYAD EXPERIENCE

INFORMED CONSENT

I agree to participate in the counseling experience as explained by the professor and outlined in the current course syllabus for COUN5105: Counseling Theories & Practice: Part One. I understand and agree to abide by the responsibilities of counselors and participants as described in the course syllabus and by the *ACA Code of Ethics and Standards of Practice*. I understand that the purpose of the counseling dyads is to enable me to experience and discuss counseling processes, assess and improve my interpersonal counseling skills, and discover effective and appropriate ways to apply skills and techniques in my counseling work. I understand that my participation in the counseling dyads is to provide prerequisite experience to enrolling in the Counseling Practicum.

I understand that I will be asked to serve as a counselor and a participant in counseling dyad sessions. I understand the purpose of the counseling dyad is not to provide or receive psychotherapy. I understand that I may be challenged to explore my thoughts, feelings, and behavior as a counselor and as a participant and this may lead to new awareness and insight which may at times cause discomfort. I understand that I am never obligated to share anything with the counselor or class that I do not wish to share. I am aware that I have access to the professor to discuss any issues that concern me or may interfere with my full participation in the counseling dyads/triads.

I agree to do the utmost to maintain the confidentiality of the counseling dyads. This means I will not discuss outside the counseling session/class what transpires within the counseling dyads without the permission of the other participant(s). I understand that while confidentiality of the counseling dyads will be strongly encouraged it cannot be guaranteed. I understand that there are certain situations in which information may be released without my consent, such as situations in which there is clear and imminent danger to myself or another.

I understand that there may be times that the professor will seek consultation from other professionally competent faculty members or supervisors regarding my counseling skills and performance. This consultation may include viewing my recorded sessions when I am in the counselor role. Information obtained in this consulting relationship will be discussed for educational and training purposes with the consultant(s) in order to obtain an additional perspective in evaluating my counseling skills and performance.

I hereby acknowledge that I have read, fully understand, and agree to the conditions described in this form and freely give my consent to participate.

Student Copy

Student's Signature _____ Date _____

For Your Record