



Counseling Theories & Practice: Part Two

Institutional Information

Antioch University Seattle

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

Basic Course Information

COUN 5115: Counseling Theories & Practice: Part One

3 credits (quarter)

(Term, Year)

Required prerequisites: Communications & Counseling Skills; Theories and Practice Part 1

(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:**
Keiko Sano, PhD, LMHC: ksano@antioch.edu
- **Course Consultant:**
Katherine Fort, PhD, LMHC: kfort@antioch.edu

Course Description

This course links the theoretical foundations and perspectives within the Psychodynamic and Cognitive-Behavioral approaches to their application in the practice of counseling. This course will explore Person-Centered Theory, Existential Theory, Gestalt Theory, Constructivist Theories, Integrative Theory, Feminist Theory and other diverse theories (Non-Western Psychotherapies). Students will consider the principles and history of these selected theories, study the intentionality of theory within the profession of counseling, and apply theoretical methods in the class. Each theory will be considered critically within a cultural context inclusive of gender, race, ethnicity, class, sexual orientation, ability and age.

Learning Experiences

This course is a mix of both didactic and experiential learning. Students will learn via lecture, reading, discussion, instructor's demonstrations, in-class practice, and written analysis of student's own application of these theories in practice sessions. Because of the experiential learning inherent in this course, the

instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants.

This course has been designed to provide students the opportunity to learn in group, dyadic, and individual settings. In-class discussion and activities with peers will be paired with personal reflection and independent assignments to provide well-rounded exposure to information on counseling theories. Each introduced theory will likely carry over into the following week by way of faculty presentation and brief class discussion. This measure is aimed to increase the occurrence of theory consideration, and thus, retention of information.

Program Competencies & Outcomes

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

Student Learning Objectives	Key Performance Indicators	Direct Evaluative Methods
1. Demonstrate the skills corresponding to the models reviewed, and understanding of the historical context of counseling theories (CACREP 2F5a.b.c.f.j., 5C1a.b.)	A) Active participation in peer practice sessions, demonstrating understanding of theoretical intention and practices. B) Thorough session reflections, demonstrating understanding of theoretical principles and intentions.	Session recordings Session reflections
2. Demonstrate attentiveness to the physical, psychological, emotional and spiritual concerns of clients within a therapeutic context, utilizing multicultural application of theory and culturally responsive interventions. (CACREP 2F2).	A) Active participation in peer practice sessions, demonstrating multicultural competence, self-reflective practice, and curiosity about the client experience. B) Thorough session reflections, demonstrating understanding of multicultural application of theory.	Session recordings Session reflections
3. Demonstrate ability to deepen and broaden the client's experience and understanding of their own process. (CACREP 2F3h.i.k.).	A) Active participation in peer practice sessions, demonstrating understanding of individual differences and human growth and development.	Session reflections
4. Demonstrate ability to conceptualize clients through the lens of multiple theories, including relevant theoretical techniques and interventions to promote wellness (CACREP 5C3b).	A) A multicultural presentation which thoroughly addresses the theoretical principles and interventions of wellness and prevention. B) Through session reflections, demonstrating graduate-level analysis of theoretical intention.	Multicultural/Non-Traditional/Non-Western Theory Presentation Session reflections
5. Integrate learning about counseling theory into understanding one's own development as a therapist. (CACREP 2F5a.b.c.n).	A) Active participation in classroom discussions, demonstrating graduate-level case conceptualization and personal reflection.	Session reflections Final synthesis paper

	<p>B) Thorough session reflections, demonstrating understanding of theoretical principles and intentions</p> <p>C) Thorough final synthesis paper, demonstrating graduate-level analysis of personal professional development.</p>	
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Required Textbook

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

<p>American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). Author.</p>	<p>ISBN: 978-1-4338-3217-8</p>
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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 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. Session Recordings (x3):** Three taped practice sessions as a counselor with a classmate acting as client will be required. Likewise, you will record three sessions acting as practice client for another student. Each practice session must be 15 minutes in length, with 5 minutes of debrief. These **in-class** sessions are for the benefit of the practice counselor to learn and experience the application of theory. Mark your video submission (or share verbally/e-mail) for a 5 min segment you would like the instructor to view for specific feedback. Please double-check sound quality. See Appendix B for standards of giving feedback and Appendix C for a consent form.
- 2. Session Reflections (x3):** Choose three of your counseling practice sessions that will be written up as Session Reflections (x3). One CAN be your class demonstration theory. Be sure to follow A.P.A. (cover page, double spaced, 12 pt. font, etc.) guidelines for the citation of sources, and please follow this outline when writing up your practice sessions:

Part A: a **2 page summary of the session** (in broad terms), including the following:

1. An outline of the theoretical approach being used—operationalization of theory.
2. A brief summary of the major issues touched upon in session
3. Rationale and questions for supervision regarding the chosen 5-minute segment.

Part B: a **1-2 page detailed self-evaluation** that addresses the following components. Using the thinking and terminology of the particular theory of therapy, discuss the major themes/patterns you noticed:

1. What interventions/techniques did you try?
2. What were the outcomes of interventions?
3. What countertransference issues arose for you? (This is the most important section!)
4. How were the effects of cultural influences observed to impact this session? Include culturally-based biases of the therapist and the theory used.
5. What were your strengths and challenges?
6. Upon reflection, what else might you have done?

Be sure to cite sources: Refer to the readings and lecture notes or other pertinent references for guidance in thinking in terms of the theory. If you cite a book or article (including the text) indicate the relevant page numbers.

- 3. Demonstration:** In class, students will complete a 15-20-minute demonstration (in teams of 2-3-hot-seat) (Mindfulness, Person Centered, Existential, Constructivist, Gestalt, Feminist, Integrative) with a student “client” and a theoretical approach from the class. The Instructor will choose the theory and groups of 2/3 during week **two**. This is an opportunity to get hands-on practice under supervision and to receive immediate feedback.

You will be expected to:

1. Demonstrate a willingness to “try on” the theory
2. Give us, as a class, a chance to discuss the theory in vivo.

Doing it “right” is not important. Trying the theory on is important.

- 4. Multicultural/Non-Traditional/Non-Western Theory Presentation:** You will conduct a short presentation for the class, taking approximately 15 minutes (10 minutes with 5 minutes for Q&A). You will need to bring a handout. To complete this assignment, you will:
1. Identify a multicultural **OR** “non-traditional” **OR** non-Western theory.
 2. Find a minimum of two academic/peer-reviewed sources that describe/discuss the use of this theory within the U.S. or internationally.
 3. Find and prepare information about the techniques or conceptualization utilized by this theory to promote wellness and prevention.
 4. Present your findings to the class, explaining your understanding of this theory and integrating your sources.
 5. Finally, discuss how this theory may be used/adapted in your future as a counselor.
 6. Present a concise handout (a printed PowerPoint is acceptable) of your key points (bullet point is fine) and references.

Presentations will take place weeks nine and ten.

- 5. Final Synthesis Paper:** You will write a final s paper to synthesize your learning in this course. To complete this paper, thoroughly address the following prompts:
1. Reflecting on your development as a counselor, discuss specifically how you have developed a sense of your therapeutic style, including privilege, bias and oppression influences, over the quarter. What has remained the same in terms of your notions about therapy and what has changed?
 2. Choose **ONE** of the theoretical orientations practiced this quarter that you feel most drawn to (you can also use an integrative approach if you prefer). Describe this theory as you understand it, integrating reference material throughout. Discuss why you are most drawn to this theory, using specific de-identified examples from your in-class work as a counselor.
 3. Describe how your chosen theory fits into the counseling field in terms of historical context, cultural trends and themes, and the settings in which it is used (outpatient/private-practice settings, hospital care, etc.).
 4. Finally, discuss how you see this theory fitting into your own development as a counselor and how this theory may inform your career and future work.

Your paper should be 8-10 pages in length and include peer-reviewed, academic citations. Due week 10.

CLASS SCHEDULE AND SUMMARY OF ASSIGNMENTS

WEEK	TOPIC	READING DUE	ASSIGNMENTS DUE
One [date]	Overview of Course and Expectations: <ul style="list-style-type: none"> • Intro to course • Course Overview/Goals • Grounding Exercise • Scheduling/Syllabus • Set up list/choices for Student demonstrations/Sign ups 	Syllabus Sakai folder 1	
Two [date]	Incorporating Mindfulness: <ul style="list-style-type: none"> • Grounding Exercise - Group • Didactic/lecture • Discussion • Demonstrations (MINDFULNESS) • Dyad/Triad work (practice and taping for MINDFULNESS) 	Read Article in Week 2 Resource Folder: Kabat-Zinn, J. (2003). Mindfulness-Based Interventions in Context: Past, Present, and Future. <i>Clinical Psychology: Science and Practice</i> , 10 (2), 144-156.	
Three [date]	Person Centered Theory: <ul style="list-style-type: none"> • Didactic/lecture • Discussion • Demonstrations (PCT) • Dyad/Triad work (practice and taping for PC Theory) 	Sommers-Flanagan & Sommers-Flanagan [Text] Text Ch 5 Sakai folder 3	<i>Session Reflection</i>
Four [date]	Existential Theory: <ul style="list-style-type: none"> • Didactic/lecture • Discussion • Student demonstrations (EXT) • Dyad/Triad work (practice and taping Existential Theory) 	Text Ch 4 Sakai folder 4	<i>Session Reflection</i>

Five [date]	Constructivist Approaches: <ul style="list-style-type: none"> • Didactic/lecture • Discussion • Student demonstrations (CT) • Dyad/Triad work (practice and taping for Constructivist Theory) 	Text Ch 11 Sakai folder 5	<i>Session Reflection</i>
Six [date]	Gestalt Theory: <ul style="list-style-type: none"> • Didactic/lecture • Discussion • Student demonstrations (GT) • Dyad/Triad work (practice and taping for Gestalt Therapy) 	Text Ch 6 Sakai folder 6	<i>Session Reflection</i>
Seven [date]	Integrative Therapies: <ul style="list-style-type: none"> • Student demonstrations (IT) • Discussion • Dyad/Triad work (practice and taping for Integrative Therapies) 	Text Ch 14 Sakai folder 7	<i>Session Reflection</i>
Eight [date]	Multicultural Skill Development and Integration, Continued	Text Ch 13 Sakai folder 8	<i>Session Reflection</i>
Nine [date]	Student Presentations (8 Students)	None	
Ten [date]	Student Presentations (8 Students)	None	Final Synthesis Paper

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
Session Reflection Papers	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.
Multicultural Theory Presentation	Addresses all aspects of the assignment. Handout is clear and organized, and utilizes quality, peer-reviewed material. Student is well prepared to answer questions and demonstrates graduate-level analysis.	Addresses all aspects of the assignment. Ideas are developing. Handout utilizes peer-reviewed material and student is able to thoughtfully discuss the content.	Some prompts or questions are not addressed. Main ideas are unclear. Handout or citations are missing.
Final Paper	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Writing demonstrates exemplary graduate-level APA format and style. Content is coherent, well organized, and written in a scholarly tone. More than two 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. 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. Colloquial rather than scholarly tone. Paper does not demonstrate understanding of material.

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