



MASTER OF ARTS IN COUNSELING

COUNSELING TECHNIQUES II
MCPY 636

Course Syllabus

Prerequisite:

MCPY 635 Counseling Techniques I

Course Description:

This course introduces the student to advanced psychotherapeutic theories, practices, techniques and skills. By reviewing the major traditions of depth, humanistic and family/community psychology, this course will examine the foundational root metaphors that give rise to the advanced therapeutic techniques of each of these approaches. Students will become familiar with what treatment populations are best served by these diverse traditions and therapies, how these traditions differ in structuring the therapeutic conversation and context and how an awareness of the similarities and differences of these approaches can better prepare them to deepen their own preferred psychological orientation and skills.

Course Objectives:

At the completion of this course students will demonstrate:

1. An understanding of the historical and theoretical development of depth psychotherapy, humanistic psychotherapy and family/community psychotherapy;
2. An ability to understand how these distinct traditions conceptualize the experience of the client, how they portray the intention of the counselor, how they envision the environment of the presenting problem and how they proceed in the creation of a therapeutic conversation;
3. An understanding of how these diverse approaches construct treatment in an individual, group and community context and what particular treatment populations and ethnic groups appear best served by a particular tradition or therapy;

4. An ability to identify the essential interviewing and counseling skills of one or more of each of these traditions in the context of a clinical case study, as well as perform, through role-play, the basic structure and intent of a therapeutic conversation from their preferred orientation;
5. An ability to create a counseling videotape which portrays their preferred orientation, present it in class and lead a discussion of the value and limitations of the approach.

Required Reading

Frankl, V. E. (2006). Man's search for meaning. Beacon, MA: Beacon Press (Unitarian Universalist Association). ISBN13: 978-0-8070-1429-5 or ISBN: 08070-1429-X soft.

Haley, J. (1993). Uncommon therapy: The psychiatric techniques of Milton H. Erickson, M.D. (reissue ed.). New York: W. W. Norton. ISBN: 0-393-31031-0 soft.

Hoffman, E. (2003). The wisdom of Carl Jung. New York: Citadel Press (Kensington Publishing). ISBN13: 978-0-8065-2434-4 or ISBN: 0-8065-2434-0 soft.

Morgan, A. (2000). What is narrative therapy: An easy-to-read introduction (1st ed.). Adelaide, SA, Australia: Dulwich Centre Publications. ISBN13: 978-0-9577929-0-6 or ISBN: 0-9577929-0-5 soft.

Rogers, C. R. (1995). On becoming a person: A therapist's view of psychotherapy (reprint). Boston, MA: Houghton Mifflin Trade & Reference. ISBN: 0-395-75531-X soft.

Satir, V., Banmen, J., Gerber, J., & Gomori, M. (1991). The Satir model: Family therapy and beyond (1st ed.). Palo Alto, CA: Science and Behavior Books, Inc. ISBN13: 978-0-08314-0078-1 or ISBN: 0-8314-0078-1 soft.

Stein, M. (1998). Jung's map of the soul: An introduction (1st ed.). Chicago, IL: Open Court Publishing Company. ISBN: 0-8126-9376-0 soft.

Zinker, J. (1978). Creative process in gestalt therapy (1st ed.). New York: Vintage Books (Random House). ISBN: 0-394-72567-0 soft.

Suggested Reading

Humanistic Existential

Polster & Polster (1973). The lively figure. *In Gestalt therapy integrated* New York: Random House, pp. 28-50.

Corey & Corey (2005). Existential Therapy. In *Theory and Practice of Counseling and Psychotherapy*, pp. 128-159.

Barton, Anthony (1973). *Three Worlds of Therapy: an existential-phenomenological study of Freud, Jung, and Rogers*. Palo Alto, California: National Press.

Yalom, I.D. (1980). Introduction. In *Existential Psychotherapy*. New York: Basic Books, pp. 3-28.

Bugental, J. F. T., & Bracke, P. E. (1992). "The future of existential humanistic psychotherapy," *Psychotherapy*, 29(1), 28-33.

Post-Modern/Systems

Bowen, Murray. *Family therapy in Clinical Practice*. Northvale, New Jersey: Aronson, pp. 529-547.

Brubacher, L. (2006). Integrating emotion focused therapy with the Satir model. *Journal of Marital and Family Therapy*, 32(2), 141-153.

DeMaria, R., Weeks, G., & Hof, L. (1999). *Focused Genograms*. New York: Brunner-Routledge, pp. 36-56.

Freeman, M. (1999). Gender matters in the Satir growth model. *The American Journal of Family Therapy*, 27, 345-363.

White, Cheryl & Denborough, David *Introducing Narrative Therapy*. Adelaide, South Australia: Dulwich Centre, pp. 91-115.

Hoffman, L. (1981). *Foundations of Family Therapy: a conceptual framework for Systems change*. New York: Basic Books.

Haley, Jay (2003) *The Art of Strategic Therapy*. New York: Brunner-Routledge.

Hoyt, M. (ed.) (1998). *The Handbook of Constructive Therapies: innovative approaches from leading practioners*. SanFrancisco, California: Jossey-Bass Publishers.

Minuchin, Salvador (1974). *Families and Family Therapy*. Cambridge, Mass.: Harvard University Press.

Waldegrave, Charles (2003). *Just Therapy - journey*, "Just Therapy (Chapt. 1)," Dulwich Centre Publications, Adelaide, South Australia, pp. 3-61.

Walter, John L. and Jane E. Peller. (1992). *Becoming Solution-Focused in Brief Therapy*. Garland Publishing, pp. 1-50.

White, Michael (2007). *Maps of Narrative Practice*. New York: W.W. Norton.

Depth psychotherapy

Aizenstat, S. *Tending your dreams* (online www.dreamtending.com).

Hannah, Barbara (1981). *Encounters with the Soul: Active Imagination as Developed by C.J. Jung*. Santa Monica, Ca.: Sigo Press.

Harris, Anne Singer. *Living with Paradox: An Introduction to Jungian Psychology*. Pacific Grove, CA: Brooks/Cole. 1996.

Johnson, Robert (1986). *Inner work: Using Dreams and Active Imagination for Personal Growth*. New York: Harper.

Jung, C. G: *Man and His Symbols*. New York: Doubleday.

Jung, C. G. Aion: "Phenomenology of the Self (the Ego, The Shadow, the Syzygy: anima/Animus)" in *The Portable Jung*, ed by Joseph Campbell, pp. 139-162.

Moore, T. (1989). *A blue fire: selected readings by James Hillman*. New York: Harper Perennial.

Shalit, Erel. (2002). *The Complex*. Toronto, Ontario: Inner City Books.

Learning Activities/Course Assignments

- 1) WRITE AN 8-10 PAGE APA STYLE PAPER (title page and works cited page do not count toward total page requirement). DUE: November 25, 2009**

****YOU MUST USE CITATIONS FROM THE COURSE READINGS WITHIN YOUR PAPER. DO NOT RELY ON WEBSITE CITATIONS UNLESS FROM CLINICAL OR ACADEMIC JOURNALS.****

CHOOSE ONE FROM THE FOLLOWING THREE CATEGORIES:

OPTION A: Depth Psychology

Keep a dream journal of your own. This journal will not be collected, but will give you live dream material with which to work during the Depth Psychology section of the course. Write an APA style paper in which you work with a dream. If you choose to do so, it may be one from your own dream journal. In the paper include the following:

- Describe the dream (write out all of the details of the dream)
- Discuss the approach/process you used in working with this dream
- Why you choose this particular approach
- Provide a descriptive interpretation of the meaning of the dream
- What were the therapeutic results of working with this dream.
- Reference literature that has influenced your way of thinking about dreams

OR

Working with any cultural image (myth, fairy-tale, literature, film, television, art or music), write an APA style paper, from a depth psychological perspective that describes why this image speaks to you personally. The paper should include:

- 1-2 page summary/description of the image (if you are working with a visual art image, please provide a photo of the piece; if film or television show, provide a recording if possible).
- Provide a descriptive interpretation of the image that is rooted in depth psychological concepts
- Discuss what the image reveals about your inner life
- What therapeutic value has derived from working with this image
- Reference literature that has influenced your way of thinking about this cultural image

OPTION B: Humanistic/Existential Psychology

Write an APA style paper discussing how you have grappled personally with the ultimate concerns (death, isolation, freedom, and meaninglessness) as identified by Existential psychology.

- How have your experiences with these concerns evolved through the years, and which concern do you find yourself struggling with the most?
- What meaning do you make of the fact that this concern is the one that is the most difficult or pressing in your life?
- Reference the literature that has influenced your understanding of these principles.

OR

Write an APA style paper describing a situation in your own life that could be considered a problem, a crisis or an impasse.

- Create a therapeutic dialogue (session) between yourself as client and yourself as therapist in which you utilize a Gestalt approach.

- Discuss any therapeutic benefit you may have derived from creating this dialogue.
- In order to demonstrate that you fully understand the theory, situate your therapeutic dialogue within a discussion of the essential principles of Gestalt Psychology.

OPTION C: Systemic/Narrative/Constructivist Psychology (Post-Modern)

Write an APA style paper describing a situation in your own life that could be considered a problem, a crisis or an impasse. Describe the problem briefly, then create a dialogue/conversation between yourself as client and yourself as therapist in which you utilize cognitive, narrative, or constructivist techniques. The dialogue should appear like a transcription of a session.

- In order to demonstrate that you fully understand the theory, situate your therapeutic dialogue within a discussion of the essential principles of the Post-modern theory you are utilizing.
- Discuss any therapeutic benefit you may have derived from creating this dialogue.

2) VIDEO-TAPED SESSIONS and WRITTEN CRITIQUES: Due: the next class after taping

In class you will be expected to “real-play” both the part of a client and a therapist as each tradition, Depth, Humanistic and Family/Community, is explored. These experiential activities will allow students the opportunity to familiarize themselves with not only the conceptual framework of these approaches, but also their performance.

- Students will record three 40 minute sessions demonstrating each theoretical tradition.
- Following two video-taped sessions, the student will write up a section of the session, selecting and transcribing 6 interactions between you and your client. You will then critique your responses and describe what might have been said or done that would have helped to more effectively deepen the therapeutic process. Please comment on how your responses did or did not reflect the theoretical approach you were implementing. These papers should be 2-3-pages in addition to the transcription.

You are responsible for the personal material you choose to work with during role-play exercises. Students are practicing techniques, and sometimes unexpected issues arise that may be uncomfortable. Please use care when deciding the issues you are relatively comfortable sharing in a classroom environment.

3) CLASS PRESENTATION AND WRITTEN CRITIQUE (Due the day you are assigned to present in class)

- A) Students will present in class one 10-15 minute segment of a recorded session. At this time, you will discuss how this segment reflects the spirit of that particular tradition, your sense of the strengths and weaknesses of the tape, your reflections on how this approach “fits” your particular style or temperament, followed by feedback from the instructor and peers.
- B) Along with the in class presentation, write a **4-5 page** critique of a 40 minute “real play” where you conduct a counseling session using one of the following approaches: Narrative, Solution-focused, Cognitive, Humanistic, Gestalt, Existential or Depth psychotherapy. Discuss the following
- How this segment reflects the spirit of that particular tradition and why you choose to view this particular video (is it your best work, but not your favorite approach, or does it best reflect your theoretical bias?).
 - Discuss your sense of the strengths and limitations of using this approach with the client and his/her problem.
 - How would the work have changed using one of the other traditions?
 - What could have been discovered about the client had you used the other two traditions?
 - Which tradition fits best with your temperament, style or capacity? Do you see yourself as someone who functions more from a feeling, thinking, or willing/acting posture?
 - What do you feel personally or intellectually inhibits your use of any or all of the three theoretical traditions?

***Note about grading: Your clinical skills in this class will not be graded in order to encourage your willingness to try out/play with these various approaches to counseling. However, your written self-critiques, ability to receive and integrate feedback, and your understanding of the theoretical accuracy and effectiveness of your sessions will be evaluated.**

Evaluation/Grading:

Class attendance/participation:	10%
Two transcripts/critiques (15% each):	30%
Paper of choice:	30%
Presentation and critique:	30%

Attendance/Participation policy:

Participation is an essential part of the learning within this course. Therefore, students are expected to attend each class meeting, on time, and prepared to engage in discussions of assigned readings and class experiential activities. Attendance and participation is an important part of each student's grade. Absences may affect the student's final grade regardless of the reason. **Students who miss more than two class meetings will be administratively dropped from the course.** Students are responsible for all material covered on any missed class meetings.

In addition, *negative participation*, or detracting from the safe learning environment by being disrespectful, uncooperative, or unprofessional, will result in point deductions.

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.

4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and

activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of SPS Counseling Psychology Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

SPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

COUNSELING FACULTY RESPONSIBILITIES

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy - communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

White: Permanent Student File

Yellow: Course Instructor Pink: Student

Fall 2004

Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

Student Faculty Date

White: Permanent Student File Yellow: Course Instructor Pink: Student Fall 2004