

UNT | DALLAS

Spring 2016 SYLLABUS

COUN 5680: Basic Counseling Skills		3 Hrs.	
Department of		Counseling	School of
		Human Services and Counseling	
Instructor Name:		Dr. Trigg A. Even, PhD, LPC-S, NCC	
Office Location:		UNT Dallas Campus, Building 2, Room 331	
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Office Hours:	Mon, Wed, Thur 3-5 and By Appointment		
Classroom Location:		UNT Dallas Building 2 Room 337	
Class Meeting Days & Times:		Wednesday, 5:00-7:50 PM	
Course Catalog Description:		A study of selected basic techniques of counseling and of the application of ethical standards in counseling. Course should be taken concurrently with COUN 5710. 3 hours.	
Prerequisites:		N/A	
Co-requisites:		COUN 5710. 3 hours	
Required Texts:		Young, M. (2013). <i>Learning the art of helping: Building blocks and techniques (5th ed.)</i> . Upper Saddle River, NJ: Pearson Education.	
Access to Learning Resources:		UNT Dallas Library: phone: 972-338-1616 web: www.untdallas.edu/library UNT Dallas Bookstore: phone: (972) 780-3652 web: www.untdallas.edu/bookstore	

Course Goals or Overview

The goal of this course is to provide an understanding of helping relationships and the counseling process in a multicultural society, as well as facilitate personal student development.

Student Learning Objectives/Outcomes Counseling 5680 (SLOs):

CACREP (2009) Standards	Student Learning Outcome	Evaluation
CACREP II.G.5.a	1. Students will demonstrate an orientation to wellness and prevention as desired counseling goals; including self-care strategies appropriate to the counseling role.	Discussion Board #1 Self-Care Assessments
CACREP II.G.5.b	2. Students will demonstrate effective counselor characteristics and behaviors through oral, written, and nonverbal communication and expressions	Video Skill Assessment #2
CACREP II.G.5.c	3. Students will demonstrate essential interviewing and counseling skills	Video Skill Assessment #3
CACREP II.G.5.f	4. Students will demonstrate and learn a general framework for understanding and practicing consultation	Video Skill Assessment #4
CACREP II.G.5.g	5. Students will learn crisis intervention and suicide prevention models, including the use of psychological first aid strategies	Key Assessment: Psychological First Aid
CACREP II.G.1.f	6. Students will specify the importance of maintaining professional liability insurance, professional organizations and credentialing bodies including membership benefits, activities, services to members, and current issues	Discussion Board #2
CACREP (2009) School Counseling Standards	Student Learning Outcome (SLO)	Evaluation
School Counseling M.4	7. Demonstrates knowledge of systems theories, models, and processes of consultation in school system settings	Video Skills Assessment #4
School Counseling M.7	8. Demonstrates school and community collaboration models for crisis/disaster preparedness and response.	Key Assessment: Psychological First Aid
CACREP (2009) CMHC	Student Learning Outcome (SLO)	Evaluation

Standards		
CMHC A.9	9. Understands the impact of crises, disasters, and other trauma-causing events on people.	Key Assessment: Psychological First Aid
CMHC C.6	10. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	Key Assessment: Psychological First Aid

Course Assignments & Evaluation - Rubrics will be distributed in class

- 1. Professional Liability Insurance** - (10 Points) - Students must secure student liability insurance (See TCA, ACA, etc. membership benefits).
- 2. Student Self-Disclosure/Confidentiality Agreement** - (0 points) - For this class, students are advised to complete and sign a disclaimer form relevant to maintaining the confidentiality of self-disclosures made in class by the student and the student's peers in any live, audio/video, or written formats.
- 3. Attendance & Participation** - (10 points) - See participation rubric. Students are expected to attend and fully participate (show up prepared and engaged) in all scheduled class meetings.
- 4. Self-care Assessment** – (5 points) – Students will complete the Self-Care Planning Tool and submit feedback and commentary through the Discussion Board #1.
- 5. Self-Reflection Journals** - (10 points) - Students will be encouraged to write self-reflection journal entries in response to experiences and skill practice each week of class. Journals will be collected periodically throughout the semester so that your instructor may provide you some additional feedback and reflection prompts.
- 6. Discussion Boards** (10 points): Students will respond to discussion board prompts that correspond with course topics. Students are expected to contribute a minimum of one (1) original post and two (2) critically reflective and substantive posts to those of their peers. Please see the Blackboard course for further details.
- 7. Key Assessment: Psychological First Aid** - (15 points) – Students will review Psychological First Aid (2nd. Ed.) and write two (2) case study papers in response to crisis-related case vignettes. Papers will be 2-3 page, double-spaced, with APA (6th ed.) format and style. Students will write one paper for each vignette.
- 8. Micropracticum Videos and Self-Evaluation** (4) - (40 points) - Students will be paired with peer(s) throughout the term to gain structured and supervised practice in basic counseling skills. These practice sessions will be videotaped.

Evaluation Criteria -

90-100 Points	A
80-89 Points	B
70-79 Points	C*
60-69 Points	D*
0-59 Points	F*

* You must have a final grade of an “A” or “B” in this class to proceed to COUN 5660 Advanced Skills.

* Your grade in this course is NOT calculated by an average. It is competency-based. Even if you have an "A" average throughout the course, if you do not meet the criterion of competence in your subjective evaluation, you may receive a "B" or “C” for the course.

* This statement appears here to clarify how this course differs from others: it is a clinical course that ensures you are appropriate to the counseling profession and will first do no harm to the general public.

*Please refer to the Master's Handbook for the competency-based criteria used for grading in this course.

Course Outline

This schedule is subject to change by the instructor based on developmental and other needs of students and delivery of course content.

COUN 5680 Class Schedule

Class Meeting	Date	Topic(s)	SLO	Reading	Experiential Lab(s)	Assignments Due
1	1-20-16	Course Intro; Intro to the Counseling Profession; Beginning the Counseling Relationship	1,6	Young Ch. 1	Collaborative Reflection - Who are We Becoming?	Write Reflection Journal Entry after class
2	1-27-16	The Art of Helping	6	Young Ch. 1-3	Self-Awareness; Starting the Helping Relationship	Reflection Journal
3	2-3-16	Invitational Skills	2,3	Young Ch. 4	Attending to Nonverbal Communication; Minimal Encouraging	Video 1: Getting to Know you and Self-Evaluation
4	2-10-16	Paraphrasing & Reflecting Content	2,3	Young Ch. 5	Listening for Content Themes and Patterns	Reflection Journal Discussion #2 Due
5	2-17-16	Reflecting Feelings	2,3	Young Ch. 6	Attending and Responding Therapeutically to Affective Themes and Patterns	Reflection Journal
6	2-24-16	Extended Micropracticum/ Group Debrief	1-6	N/A	Extended Micropracticum/ Group Debrief	Video 2: Reflecting Skills and Self-Evaluation
7	3-2-16	Attending to Meaning & Summarizing	2,3	Young Ch. 7	Attending to Deeper-level emotional and self-others-world life themes	Reflection Journal
8	3-9-16	Mid-Point Application: Managing the Initial Interview	2,3	Young Ch. 9	From Start-to-Finish - For Practice!	Reflection Journal
9	3-16-16	No Class – Self Care			Complete Self-Care Assessment	Self-Care Assessment and Discussion #1
10	3-23-16	Crisis Intervention & Psychological First Aid	5,6,8,9,10	Instructor-provided Materials	Group Role-Plays and Transcribed CI Sessions	Reflection Journal
11	3-30-16	Challenging Skills	2,3	Young Ch. 8; IPM (Teyber, 2008)	Basics of Interpersonal Process in Therapy	Reflection Journal
12	4-6-16	Psychological First Aid		Psychological First Aid	PFA Videos	Psychological First Aid Assignment is Due on Blackboard
13	4-13-16	Goal-Setting & other Change Techniques	2,3	Young Ch. 10 & 11; IPM (Constructivist Use of Language/ Dialogue)	Returning Responsibility; Focusing on Choice & Self-Direction, Dialogue for Change	Video 3: Conversational Change Techniques and Self-Evaluation
14	4-20-16	Beyond the Basics: Client Care and Session Management Consultation	2,3,5 4, 7	Young Ch. 12-14 IPM (Consultation)	Consultation Practice	Reflection Journal
15	4-27-16	Beyond the Basics: Counselor Self-care	1, 4, 7	IPM	Oral self-reflections and group feedback	Video 4: Consult Session
16	5-4-16	Final Evaluations with Instructor				

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Assignment Policy:

In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason sanctioned by the university (immediate family member death, student hospitalization, military deployment, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead. Assignments that are more than 3 days late will not be accepted, and the student will be assigned a 0 for the assignment (unless student has a documented and approved medical emergency or one that is official excused by UNT Dallas). All assignments should be submitted in APA format unless otherwise noted by instructor and through Blackboard's assignment portal.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Weekly Class Attendance, Timeliness, and Constructive Participation:

Class attendance and participation is mandatory because the class is designed as a shared learning experience and because essential information (not always in the textbook(s)) will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Excused absences are of an urgent, serious medical condition; death of immediate family member; and military deployment. Excused absences that meet the specific criteria must be accompanied with written documentation. Students are also responsible to make up any work covered from unexcused absence by consulting with a classmate and not the professor.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive language and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Incompletes:

Incompletes are only given if the student is passing in the last ¼ of the semester and there is documented reason.

Additional Class Policies:

- Blackboard: check Blackboard weekly for assigned readings and retrieve PowerPoint.

- Remember to turn your mobile phone on silent with vibrate off before class begins.
- Food & Drink in the Classroom: You may eat small snacks and drink non-alcoholic beverages during class, provided they are respectful of their classmates by eating food with little to no odor and placing all trash in the trash bin. If there are any complaints regarding this food privilege, the instructor reserves the right to cancel this policy.
- Use of Laptops: Students are highly encouraged to bring their laptops or I pads to take notes and access documents on Blackboard during the class period.

UNT Dallas Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Protocol for Grade Appeal

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is

there evidence that the grade was arbitrary, based on prejudice or error”? If it was the later, then proceed with the next step.

2. Contact your instructor via email. In a professional and respectful manner, state
 - a. Your specific concern (i.e. “My concern is regarding the grade of “D” on my term paper in class XYZ and my subsequent class grade of D.”)
 - b. The reason you disagree (i.e. “I believe my grade does not represent the quality of my paper because I thoroughly fulfilled each item on the grading rubric.”).
 - c. Your responsibility of what you did “right” and what you did NOT do “right” (i.e. ”I followed the grading rubric. However, I turned in the paper a week late.”)
 - d. What you are requesting (i.e. “I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.”)
 - e. Your contact information including email and phone numbers.
3. Wait patiently for at least two business days (48 hours during a business week) for the instructor’s response to your email. Consider the instructor’s response. For example, “On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your paper was rated as a C. Since you turned it in late, you earned a D.” Ask yourself, “Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error”?” If it was the later, then proceed with the next step.
4. If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member.
5. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf .

UNT Dallas
Department of Counseling and Human Services
Class Attendance and Participation Rubric

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. **The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department.** Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	Meets Expectation -0% of grade	Occasionally Below Expectation -2.5% of final grade	Consistently Below Expectation -5% of final grade (-2.5% for each additional missed class tardy)
1. Attendance	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*

3. Quality Contribution	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

* Results in drop in the final letter grade in class. If two or more, then drops another letter grade.

UNT Dallas
Department of Counseling and Human Services
Discussion Board Rubric

Name	Discussion Question Rubric		
Description	This rubric will be used for all Discussion Questions in the Course		
Rubric Detail			
	Levels of Achievement		
Criteria	Novice	Competent	Proficient
Quality of post: Application of Assigned Readings Weight 40.00%	0 % No postings or Reflects no evidence of assigned readings/videos	50 % Responds with minimum effort - somewhat clear that readings and videos were read/watched and some incorporation into postings	100 % Appropriate comments: thoughtful, reflective. Very clear that readings were understood by incorporation into postings
Relevance of post: Responsiveness to assignment prompt Weight 40.00%	0 % No posting or very little addressed in one or more postings.	50 % Up to 75% of the prompt components addressed in one or more postings	100 % All components of discussion prompt were addressed in initial posting
Contribution to the Learning Environment Weight 20.00%	0 % No feedback provided to fellow students.	50 % Attempts to direct the discussion - little effort to participate in the discussion as it develops (e.g. "I agree with Bill")	100 % Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic

UNT Dallas
Department of Counseling and Human Services
Video Self-Evaluation

Video-Tape Session Self-Evaluation

Student Name: _____ Date of Lab Session: _____

Student Lab Partner Initials: _____

Did you watch your tape before writing this evaluation? Y N

- 1. Brief Overview Description of this Practice Session (1 paragraph)**
- 2. Discuss your initial reactions to watching this session (Emotions, Thoughts, Reflections) (1-2 paragraphs).**
- 3. List and briefly discuss five (5) specific examples of Skills/Technique you effectively applied in this session (Also note the timestamp on video)**
 - 3a).
 - 3b).
 - 3c).
 - 3d).
 - 3e).
- 4. List and briefly discuss five (5) specific examples of responses you would like to correct (Also note the timestamp on the video).**
 - 4a). My Actual Response:
 Corrected Response:
 Reason for Making this Correction:
 - 4b).
 - 4c).
 - 4d).
 - 4e).
- 5. Summary of this Practice Session/Self-Evaluation (1-2 paragraphs)**
- 6. (Optional). After reviewing this practice session and completing the self-evaluation, please list 1-3 questions or concerns you would like your instructor to answer or discuss in class.**

UNT Dallas
Department of Counseling and Human Services
PCPE

Professional Counseling Performance Evaluation (PCPE)

Student: _____

Semester/Year: _____

Faculty: _____

Course Number: _____

Rating Scale					
<p>N - Not required and/or No opportunity to observe 0 - Does not meet criteria expected for student's level of preparation and experience 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience 2 - Consistently meets criteria expected for student's level of preparation and experience 3 - Exceeds criteria expected for student's level of preparation and experience</p>					
Counseling Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created	N	0	1	2	3
2. The student demonstrates therapeutic 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	3
b. Understanding content – understanding the primary elements of the client's story	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture voice attire etc.	N	0	1	2	3
h. Immediacy - staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2	3
k. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	N	0	1	2	3
4. The student collaborates with the client to establish clear therapeutic goals	N	0	1	2	3
5. The student facilitates movement toward client goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1	2	3
7. The student creates a safe clinical environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2	3
Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
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	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise	N	0	1	2	3
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	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients	N	0	1	2	3

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
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	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individuals with whom the conflict exists	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2	3
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	3

UNT Dallas
Department of Counseling and Human Services
Personal Characteristics Checklist

Rubric

Personal Characteristics Checklist

Student Name: _____ **Student ID:** _____

Instructor Name: _____ **Date:** _____

Problematic Behavior Demonstrated (1)	Target Behavior Not Yet Demonstrated (2)	Target Behavior Demonstrated but not Consistent (3)	Target Behavior Consistently Demonstrated (4)	Rating and Comments
1. Disregards others' feelings and perspectives either verbally or non verbally			Empathic and understanding in both verbal and non verbal behavior	
2. Insincere, duplicitous, or condescending either verbally or non verbally			Genuine in both verbal and non verbal behavior	
3. Overly critical, judgmental, or pushes own values either verbally or non verbally			Accepting of others and others' values in both verbal and non verbal behavior	
4. Rude or unpleasant expression of feelings and ideas			Respectfully expresses feelings and ideas in meaningful ways	
5. Defensive or unyielding to others			Willing to consider others' feedback with open mindedness	
6. Intolerant of ambiguity or overly anxious			Tolerates ambiguity both verbally and non	

in uncertain situations			verbally.	
7. Demanding or impatient verbal and non-verbal behavior			Exhibits a high degree of patience	
8. Emotional deregulation, easily threatened, overly anxious or angry, or consistently flat affect			Demonstrates emotional stability, personal security, strength, and confidence	
9. Inability to maintain appropriate eye contact and appropriate facial expressions			Demonstrates appropriate eye contact and appropriate facial expressions	
10. Inability to maintain appropriate voice tone, volume, and rate			Demonstrates appropriate voice tone, volume, and rate	
11. Inability to maintain open posture and minimal fidgeting			Demonstrates open posture and minimal fidgeting	
12. Dress is unprofessional for the setting and grooming is unkempt			Demonstrates professional dress and grooming for the setting	
13. Demonstrates denigration or potential harm to self or unwillingness to understand own experiences, feelings, and thoughts			Demonstrate self-acceptance and self-understanding	

<p>14. Unwillingness to communicate personal and professional limitations and does not refer clients as appropriate</p>			<p>Clearly communicates personal and professional limitations and refers clients as appropriate</p>	
<p>15. Unwillingness to initiate problem-solving through logic and intelligent inquiry</p>			<p>Demonstrates problem solving through the use of logic and intelligent inquiry</p>	
<p>16. Demonstrates disrespectful verbal or non verbal behavior or indifference toward people due to their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status</p>			<p>Demonstrates respectful verbal and non verbal behavior and concern for all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status</p>	
<p>17. Dishonest or deceptive behavior and communication with unwillingness to accept personal responsibility</p>			<p>Honest behavior and communication with willingness to accept personal responsibility</p>	
<p>18. Neglects or intentionally fails to follow professional ethics of the American Counseling Association.</p>			<p>Follows professional ethics of the American Counseling Association</p>	
<p>19. Unclear or irrational verbal or</p>			<p>Clear and rational verbal or written communication</p>	

written communication or numerous grammatical errors.			with proper grammar	
20. Unhealthy or illegal behavior including alcohol abuse or substance abuse or criminal activity while enrolled in program.			Healthy and legal behavior with no incidents of alcohol or substance abuse or criminal activity while enrolled in program.	

Scoring:

If a counseling applicant scores a “1” in any of the 20 items, then they will not be admitted to the program.

If a student scores a “1” in any of the 20 items at any time, then a remediation plan meeting must be developed and documented with the student. Prior to practicum, a student must score a “3” or “4” in all areas.

Prior to internship, a student must score “4” in most areas. Prior to graduation, a student must score “4” in all areas.

UNT Dallas
Department of Counseling and Human Services
Psychological First Aid Assignment Rubric

Rubric Detail			
Criteria	Levels of Achievement		
	Commendable	Acceptable	Does Not Meet Expectations
Demonstration of PFA Skills (CIRIC CE) Weight 40.00%	100 % Strong skills demonstrated including assessment for physical, social and emotional safety. Student describes situation in which they empower clients to define problem and solutions. Counselor focuses interventions on areas of greatest need.	75 % Student provides adequate introduction and shows some ability to assess for key safety and comfort concerns. Counselor may be seen as over- or under-active at some times. At times counselor struggles with focusing intervention on areas of greatest need.	50 % Student does not provide adequate introduction or assessment of key safety and comfort concerns. Interventions are vague and unclear. Mismatch in degree of counselor distinctiveness results in difficulty focusing intervention and empowering client.
Demonstration of Counselor Skills Weight 40.00%	100 % Student clearly identifies client concerns and specifies counselor responses. Classification of emotional, behavioral, cognitive and physical responses of client highly consistent with situation and client age/description. Recommendations for referral match risk, client situation and PFA standards of care match completely.	75 % Student mostly identifies client concerns and partially specifies counselor responses. Classification of emotional, behavioral, cognitive and physical responses of client are somewhat consistent with situation and client age/description. Recommendations for referral match risk, client situation and PFA standards of care may be slightly mismatched but does not place the client at risk.	50 % Report of survivor concerns and provider actions is largely inconsistent with situation and client age/demographics. Recommendations for referral are mismatched, and mismatch has potential to place client at additional risk.
APA, Grammar, Spelling, Readability Weight 10.00%	100 % Almost no grammatical, spelling, or APA errors.	75 % Minor spelling, grammatical, OR APA errors.	25 % Major errors in grammar, spelling and/or APA. Students writing makes paper difficult to understand.
Risk Assessment/Screening Weight 10.00%	100 % Counselor specifically addressed in detail screening for addition, aggression, danger to self and/or others, and co-occurring mental disorders.	75 % Some attempt was made by student to address addition, aggression, danger to self and/or others, and co-occurring mental disorders.	25 % Counselor did not address or attempt to screen for addition, aggression, danger to self and/or others, and co-occurring mental health concerns.

