CRISIS, TRAUMA, & GRIEF COUNSELING
Counseling Academic Unit
Department of Teacher and Counselor Education
Oregon State University • College of Education

nota bene: This syllabus was created using the CAU’s master syllabus file and thus possess the same content, student learning outcomes, and contact hours as on-campus sections. The content and student learning outcomes have CACREP, NCATE, and TSPC approval. In reference to on-campus sections, there are no additional pedagogical components.

Instructor: Cass Dykeman, Ph.D., NCC, NCSC, MAC
phone: 737-8204
email: dykemanc@onid.orst.edu

Format: Hybrid -- 14 asynchronous hours via the Blackboard & 16 hours in-class at Chemeteketa CC- Chemeteketa Center for Business and Industry - Salem

Schedule:

<table>
<thead>
<tr>
<th>In Class Day</th>
<th>In Class Dates</th>
<th>Class Time</th>
<th>In Class Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturdays</td>
<td>10-13-12 &amp; 11-16-12</td>
<td>0800-1700</td>
<td>CCC-CCBI</td>
</tr>
</tbody>
</table>

Quarter: Fall 2012

Credits: 3

Methods of Instruction: Hybrid-- both asynchronous web and in-class segments.

Direct Contact Hour Distribution:

<table>
<thead>
<tr>
<th>Delivery Modality</th>
<th>Weekly Multiplier</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class: CCC-CCBI</td>
<td>2 days * 8 hours</td>
<td>16</td>
</tr>
<tr>
<td>[<a href="http://www.chemeketa.edu/busprofession/ccbi/">http://www.chemeketa.edu/busprofession/ccbi/</a>]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synchronous Web via Adobe Connect</td>
<td>n.a.</td>
<td>0</td>
</tr>
<tr>
<td>[<a href="http://www.adobeconnect.com/dykeman">www.adobeconnect.com/dykeman</a>]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asynchronous Web via Blackboard</td>
<td>10 weeks * 1.4 hours</td>
<td>14</td>
</tr>
<tr>
<td>[<a href="https://my.oregonstate.edu/webapps/portal/frameset.jsp">https://my.oregonstate.edu/webapps/portal/frameset.jsp</a>]</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Direct Contact Hours</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Course Description:
The theory and pragmatics of crisis, trauma and grief counseling are addressed.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

<table>
<thead>
<tr>
<th>#</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.G.1.c.</td>
<td>Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;</td>
</tr>
<tr>
<td>II.G.5.g.</td>
<td>Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.</td>
</tr>
<tr>
<td>II.G.3.c.</td>
<td>Effects of crises, disasters, and other trauma-causing events on persons of all ages;</td>
</tr>
<tr>
<td>CMHC.C.6.</td>
<td>Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.</td>
</tr>
<tr>
<td>CMHC.D. 6.</td>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
</tr>
<tr>
<td>SC.D. 4.</td>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
</tr>
</tbody>
</table>

Learning Objectives:

**At the end of the course students will be able to:**

<table>
<thead>
<tr>
<th>#</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>578.1</td>
<td><em>Integrate</em> crisis intervention and suicide prevention models, including the use of psychological first aid strategies.</td>
</tr>
<tr>
<td>578.2</td>
<td><em>Distinguish</em> the effects of crises, disasters, and other trauma-causing events on persons of all ages;</td>
</tr>
<tr>
<td>578.3</td>
<td><em>Classify</em> the impact of crises, disasters, and other trauma-causing events on persons with addictions.</td>
</tr>
<tr>
<td>578.4</td>
<td><em>Demonstrate</em> the ability to use procedures for assessing and managing suicide risk.</td>
</tr>
<tr>
<td>578.5</td>
<td><em>Compare and contrast</em> the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.</td>
</tr>
<tr>
<td>578.6</td>
<td><em>Demonstrate</em> the ability to use procedures for assessing and managing suicide risk in a clinical mental health setting.</td>
</tr>
<tr>
<td>578.7</td>
<td><em>Demonstrate</em> the ability to use procedures for assessing and managing suicide risk a school setting.</td>
</tr>
</tbody>
</table>

Student Notices: See Appendix A.

Course Readings:


**TCE 578 Analogue Session Skill Targets & Client Scenarios.** Available via Blackboard.

**Course Assignments:**

1. Participate in a threaded discussion each week.
2. Read all assigned texts and complete a reading probe.
3. Conduct 20 minute *analogue counseling* sessions (i.e., one per week) using theory/skill being covered during that week of class. Each session should be digitally video recorded. Ten minutes of this session will be uploaded *(See Appendix D)* each week for display and feedback from your supervision group. *(See Appendix C)* for analogue session protocols (counselor, analogue client). Skill targets and session outlines will be in a separate handout. It is recommended that each counselor do a couple of “practice runs” before recoding to get a feel for the mechanics of the skill.
4. Active and productive during in-class sessions.

**Description of Reading Probes:**

Each reading probe contains five *True or False* questions from the readings assigned for that week. Unless another person is referenced, the “Truth” or “Falseness” of the statement is based upon the perspective the author presents. These questions are designed to probe the student’s *knowledge* (Bloom’s Taxonomy Level I) and *comprehension* (Bloom’s Taxonomy Level I) of the assigned readings. Using this syllabus as a text, here are some sample questions:

<table>
<thead>
<tr>
<th>#</th>
<th>Text</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The delivery mode for this section of TCE 578 is web/in-class hybrid (example: Bloom’s Taxonomy Level I)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TCE 578’s CACREP standards and learning objectives are unrelated (example: Bloom’s Taxonomy Level II)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Each week the reading probe opens 0800 Monday and closes Sunday at 2330. Once you start the reading probe you have one half-hour to complete *(n.b., it takes the typical student 5 minutes to complete).*

**Definition of Analogue Counseling Session:**

**Important note:** *The purpose of the analogue sessions is not demonstration of the perfect*
execution of a skill. The purpose of these sessions is to provide you with a tool in acquiring clinical skills (i.e., The best learning occurs when the head and hand are taught together- John Dewey).

A session using a non-client (following the outline of a script) as a client. The purpose of such a session is for the counselor to practice a new technique (and receive clinical supervision) prior to use in a session with a real client. For the purposes of TCE 578, analogue session will be 20 minutes in length. For each week’s threaded discussion, a digital recording of 10 minutes of the session will be uploaded to blackboard. The session outlines for each technique are designed to help add realism, focus, and structure to the analogue sessions.

Learning Objectives by Assignment Matrix:

<table>
<thead>
<tr>
<th>Assignment/LO</th>
<th>578.1</th>
<th>578.2</th>
<th>578.3</th>
<th>578.4</th>
<th>578.5</th>
<th>578.6</th>
<th>578.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Probe</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Threaded Discussion</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class Participation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Analogue Sessions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total assignments</strong></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Grading:

100 points total:

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Point Breakdown</th>
<th>Scoring Rubrics (See Appendix B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Probes</td>
<td>25</td>
<td>.5 per questions</td>
<td>n.a.</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>20</td>
<td>10 per in-class meeting</td>
<td>#1</td>
</tr>
<tr>
<td>Threaded Discussions</td>
<td>30</td>
<td>3 per week</td>
<td>#2</td>
</tr>
<tr>
<td>Analogue Sessions</td>
<td>25</td>
<td>2.5 per recording</td>
<td>n.a.</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale:

A   95-100
A-  92-94
B+  89-91
B   86-88
B-  83-85
C+  80-82
C   77-79
C-  74-76
D+  71-73
D   68-70
n.b., Grade Requirement: A grade-point average of 3.00 (a "B" average) is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below "C" (2.00) can not be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken.

Nota Bene: Reading probes and threaded discussions occur via OSU’s Blackboard program (http://my.oregonstate.edu/webapps/portal/frameset.jsp).

Weekly Schedule:

Prior to Week 1:
- Reading to complete prior to Week 1: Joiner, Chapters 1-2
- Practice digital recording of analogue session (i.e., a trial run).

Week 1: (9-24 to 9-30)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 2: Joiner, Chapter 3

Week 2: (10-1 to 10-7)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 3: Joiner, Chapter 3-5

Week 3: (10-8 to 10-14)
- In-class session, CCC-CCBI (Saturday, 0800-1700)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 4: Joiner, Chapters 6-7

Week 4: (10-15 to 10-21)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
Analogue session threaded discussion responses (due Friday at 2330)
Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
Reading to complete prior to Week 5: B&L, Chapters 1-4

Week 5: (10-22 to 10-28)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 6: B&L, Chapters 5-9

Week 6: (10-29 to 11-4)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 7: B&L, Chapters 10-15

Week 7: (11-5 to 11-11)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 8: B&L, Chapters 16-18

Week 8: (11-12 to 11-18)
- In-class session, CCC-CCBI (Saturday, 0800-1700)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 9: B&L, Chapters 19-20.

Week 9: (11-19 to 11-25)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading to complete prior to Week 10: B&L, Chapters 21-22

Week 10: (11-26 to 12-2)
- Digital recording of analogue session demonstrating target skill(s) (due Wednesday at 2330)
- Analogue session threaded discussion post (due Wednesday at 2330)

-TCE 578 Page 6-
- Analogue session threaded discussion responses (due Friday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)
- Reading Probe (Opens at 0800 Monday and closes Sunday at 2330)

In-class Structure (approximate):

0800-0830: Course/Program Administrative Matter
0830-1030: Reading Discussion and Theory Presentation by Instructor
1030-1200: Fishbowl Skill Instruction and Practice
1200-1300: Working Lunch
1300-1400: Theory Presentation by Instructor
1400-1530: Group and peer supervision
1530-1700: Instructor Demonstration
Appendix A: Student Notices

Statement Regarding Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Confidentiality Notice:
As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Prior to the review of any digital video recording, the student will provide a Consent Form for recording outlining the purpose of the recording and written permission by the client/supervisee. Let your client/supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss clients/supervisees in public places where your conversation could be overheard. Do not discuss your clients/supervisees with persons outside the class such as spouses, family members, etc. Do not play your video counseling/supervision sessions when audio and visual privacy is not possible. A private earphone is recommended when listening to recordings, even at home where family members might overhear.

Blackboard:
This hybrid course will be delivered in part via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

In-class Portion Attendance Policy:
Take this course only if you can complete the in-class portion of the course. Absence from an in-class session will result in an “I” grade and that session will need to be made up the next time the course is offered.

**Academic Integrity:**
Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

**Conduct in the Online Portion of Class:**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, and inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

**Ground Rules for Online Communication & Participation:**
1. Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
2. Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
3. Online Instructor Response Policy: I will respond to course-related questions within 48 hours (weekends excluded).
4. Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
   a. writing online: http://goto.intwg.com/
5. Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (e.g., how do I submit assignment 3?). If you don't see your answer there, then please contact me.

**Guidelines for a Productive and Effective Online Classroom Experience:**
1. The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
2. Participate actively in the discussions, having completed the readings and thought about the issues.
3. Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
4. Think through and reread your comments before you post them.
5. Assume the best of others in the class and expect the best from them.
6. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
7. Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
8. Be open to be challenged or confronted on your ideas or prejudices.

Technical Assistance:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Electronic Device Notice:
As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

Laptop/PDA Policy:
Excluding students with a documented disability, the use of laptops and PDAs during the in class portion is prohibited without prior permission of the instructor.

Recording Policy:
Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material present in the in class portion is prohibited to all students.

Use of Research Data (i.e., CACREP Standard II.I)
Faculty will disseminate and students will discuss current published research as part of class activities.

Class Visitor Policy
Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.
## Appendix B: Rubrics

### Rubric #1: Classroom Participation

**Name:** ____________________  

**Quarter:** ____________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Level Of Engagement</th>
<th>Listening Skills</th>
<th>Behavior</th>
<th>Preparation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**

#### Level Of Engagement:

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per class.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student proactively contributes to class by offering ideas and asking questions once per class.</td>
</tr>
<tr>
<td>.6-.1.5</td>
<td>Student rarely contributes to class by offering ideas and asking questions.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student never contributes to class by offering ideas and asking questions.</td>
</tr>
</tbody>
</table>

#### Listening Skills

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student listens when others talk, both in groups and in class. Student incorporates ideas of others.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student listens when others talk, both in groups and in class.</td>
</tr>
<tr>
<td>.6-.1.5</td>
<td>Student does not listen when others talk, both in groups and in class.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student does not listen when others talk and often interrupts when others speak.</td>
</tr>
</tbody>
</table>

#### Behavior

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student almost never displays disruptive behavior during class.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student rarely displays disruptive behavior during class.</td>
</tr>
<tr>
<td>.6-.1.5</td>
<td>Student occasionally displays disruptive behavior during class.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student almost always displays disruptive behavior during class.</td>
</tr>
</tbody>
</table>

#### Preparation

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student is almost always prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student is usually prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td>.6-.1.5</td>
<td>Student is rarely prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student is almost never prepared for class with assignments and required class materials.</td>
</tr>
</tbody>
</table>
## Rubric #2: Threaded Discussion

**Student’s Name:** ____________________  **Total Score (A+B):** ________________

**Week:** ________________  **Quarter:** ________________

<table>
<thead>
<tr>
<th>Score</th>
<th>A. Post Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.25</td>
<td>Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt.</td>
</tr>
<tr>
<td>0.5</td>
<td>Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. The reply contains several sentences. The text construction is mainly formal containing few abbreviations or txt style language.</td>
</tr>
<tr>
<td>1</td>
<td>Few spelling and grammatical errors. Has structure and the entry flows. Contains an appropriate links, uploaded files or images. These are referred to within the text. Refers to other posts. The reply contains sentences or paragraphs.</td>
</tr>
<tr>
<td>1.5</td>
<td>Spelling and grammatical errors are rare. The reply has structure and is formatted to enhance readability. Contains an appropriate links, uploaded files or images. Sources are acknowledged. Images and links are referred to within the text. Refers to other posts and builds on these.</td>
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**Week's Score:** ______

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<thead>
<tr>
<th>Score</th>
<th>B. Understanding</th>
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<tr>
<td>0</td>
<td>Simple reply or comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding.</td>
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<td>0.5</td>
<td>Simple reply or comment showing some insight, depth and are connected with original post, question, topic or concept. The replies are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding.</td>
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<tr>
<td>1</td>
<td>Replies show insight, depth and are connected with thread, topic or post. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding.</td>
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<tr>
<td>1.5</td>
<td>Replies show insight, depth and understanding. They are connected with thread, topic or post. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The reply or post shows a high level of understanding, it shows a depth of understanding in matters relating to and surrounding the original post.</td>
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**Week’s Score:** _____________________
1. Read the client instructions.
2. Read the analogue session scenarios.
3. The role play should last between 15 and 20 minutes.
4. The role play should be recorded.
5. Ideally, select for the actor a student or profession in a psychotherapy-related field given their psychological mindedness and knowledge of client behaviors.
6. Explain to the actor that the role play will be used in your supervision that quarter and then erased.
7. For each scenario select persons to role play the client who, as far as you know, have not been impacted in their personal life by the specific issues in the scenarios.
8. If the role play inadvertently moves into territory that you sense is uncomfortable the person enacting the client—stop the role play and check in with actor. If they are uncomfortable, ask if they want to move the dialogue in a different direction or end for the day.
9. When finished, always debrief the experience with the actor. Find out what you did that they felt was facilitative and what you may have done that slowed the counseling process.
1. Thank you for volunteering to be an actor in a counseling role so that my student can improve his/her technical skills!
2. You will be provided with some client background information and brief session scenario. Use these as a guide rather than a strict road map for your enactment of the client role.
3. Avoid using any personally identifying data or life experiences. Acting is better. In fact, in some places in the country counseling training programs use theater arts majors to train students.
4. Since the person playing the counselor is working on new skills please start off as a fairly compliant client.
5. Since the person playing the counselor is working on new skills, avoid trying to enact with deep mental health issues (e.g., psychoses). This is too difficult for a training session designed to get a student’s “feet wet” with new skills.
6. From a fairly compliant baseline, follow your inner experience. If you feel pressured feel free to enact the client “put on the brakes.” If you feel heard and respected feel free to enact “going deeper into the suggested client narrative.” If you feel helped feel free to become even more engaged as the client.
7. If the role play inadvertently moves into territory that personally feels uncomfortable feel free to move the dialogue in a different direction or stop the role play all together. There are always alternative scenarios that can be employed.
8. Again, thank you!

For further information contact:

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Appendix D

Counseling Academic Unit
Department of Teacher and Counselor Education
Oregon State University • College of Education

Threaded Discussion Protocol Including the Use of Recorded Analogue Counseling Sessions

1. Student completes at least a 20 minute digital video recording of a session (e.g., using a FLIP type camera).
2. Student trims the recording of the session to 10 minutes.
3. The student uploads to their account with OSU My Media (see: http://oregonstate.edu/tac/gems/asse/mediaspace/HowDoIUploadFiles_v1.0/HowDoIUploadFiles_v2.0steps.php). The uploaded file should be listed as “private.” The title; for the video should have the class number, student lastname and the week of the quarter (e.g.: 633Dykeman3). The url for the video can be pasted into a Blackboard threaded discussion.
4. Each student will be placed in a small peer-supervision team.
5. On the threaded discussion section of TCE 578’s Blackboard Site post: (1) the url to the recording you have uploaded to OSU My Media, and (2) a question you wish the other members of your peer-supervision team to consider when viewing your counseling segment.
6. For each of the other members of your peer-supervision team, post a response to the question they posed.