



P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology

The College of Education's Organizing Theme

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

Course and Credits: COUN 510, 3.0 credits
Title: Fundamental Counseling Skills
Room: Loyola 203 and Wyse Center
Mondays, 4:00-6:55pm
Term: Fall 2008

TEACHING ASSISTANTS: Ken Ryan,
Theresa Lucrezia-Bradley, Jennifer Kolesar

INSTRUCTOR

Hutch Haney
Loyola 214
Office Hours by appointment
296-5751 (voice mail)
296-1892 (fax)
Course email: COUN-510-FQ
E-mail: haney@seattleu.edu

COURSE MATERIALS

Required Texts and/or Readings:

Haney, H. & Leibsohn, J. (1999). *Basic Counseling Responses: A Multimedia System for the Helping Professions* (worktext, video, and CD-ROM) Pacific Grove: Brooks/Cole.

Code of Ethics and Standards of Practice, American Counseling Association
<http://www.counseling.org/Publications/>

Ethical Standards for School Counselors, American School Counselor Association
<http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136>

Support Materials:

Students will need 8 DVD-R's, one for each counseling session. Note that these are not rewritable DVD's, but must be finalized after each sessions. Instructions for finalization are posted in the clinic.

COURSE DESCRIPTION

- Graduate Bulletin Description
Focus on basic counseling training and counseling ethics through intensive small group practice. Designed to complement COUN 511 Counseling Theories, though they need not be taken concurrently. Includes four one half-hour counseling lab sessions on Wednesdays or Thursday afternoons/evenings.
- Course Purpose
This course provides both a cognitive and an experiential introduction to fundamental, generic counseling responses used within a developmental model of the counseling process.

COURSE OBJECTIVES

By the end of the quarter the student will:

- Keep the focus on the client.
- Use of all responses, intents, and focuses.
 - *Demonstrates appropriate interviewing and counseling skills.*
- Identify all responses, intents, and focuses.
- Implement feedback.
- Give accurate feedback.
- Increase the percentage of counseling responses.
- Establish an appropriate professional relationship.
 - *Adhere to the American Counseling Association's (ACA) Ethical Codes and/or the American School Counselor Association's (ASCA) Ethical Standards for School Counselors as a framework for professional decision-making.*
- Demonstrate cognitive understanding of counseling responses, counseling as a process and counseling as a profession.
- Articulate an awareness of counseling with diverse populations.

CONTENT AREAS

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

II.K.1. Professional Identity

- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

II.K.5. Helping Relationship

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- g. ethical and legal considerations.

Washington Administrative Code requirements met [WAC 180-78A-165 (4)]

Washington Administrative Code *WAC 180-78-295*

1. Knowledge of the field.

(a) Individual and group counseling theories, principles, and techniques. (p)

(j) Legal and ethical issues related to the practice of school counseling. (S)

2. Individual and group counseling.

(a) Plan and use individual and group strategies for remedial, preventive, and developmental needs of students. (P)

American School Counseling Association Competencies:

Knowledge competencies

Ethical and legal issues related to counseling

Skill competencies

Individual counseling

Professional Competencies

Conduct a self-evaluation to determine their strengths and areas needing improvement.

COURSE INSTRUCTIONAL METHODS

- Short lectures and discussion on counseling responses, counseling ethics, and working with diverse populations
- In-class demonstrations of counseling responses
- Small group (triad) sessions to practice counseling responses. See Triad Schedule
- Weekly small group and large group sessions
- Take -home examinations and self-evaluations

- Individual reading assignments and exercises using the video-cassette and/or the CD-ROM. Exercises will not be collected and therefore not graded. However, students are encouraged to complete all exercises. If the exercises do not play on a computer, disable the version of *Quicktime* on the computer and install the *Quicktime* from the CD-ROM.
- Weekly feedback will be given to all students. Students will be given ideas and suggestions about what they should continue to do; what they might stop doing; what they might change, and what they might consider doing in addition. The instructor will meet with students once during the quarter outside of class and will observe each student in class at least once. Students will receive feedback from the teaching assistants either in class or via email. See Instructor Schedule
- Nightly Schedule
 - 4:00-4:50- Discussion of weekly readings; demonstrations of counseling responses. Response explanation and demonstration
 - 5:00-5:30- 1st triad (15 minute session, 12 minute debrief, 3 minute transition)
 - 5:30-6:00- 2nd triad (15 minute session, 12 minute debrief, 3 minute transition)
 - 6:00-6:30- 3rd triad (15 minute session, 12 minute debrief, 3 minute transition)
 - 6:30-6:55- Small groups or mid-term and final individual sessions with the teaching assistants

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

- A. Assignments:
 - Weekly
 - Outside of Class:
 - Read suggested material from the texts and handouts.
 - Read "Counseling Response, Intent and Focus" for next week.
 - Review recording for current week.
 - Read feedback.
 - Complete CD-ROM exercises (turning exercises in is optional)

- Complete "Counseling Response Recognition" (CRR) (#1-5 mandatory information) for current week. See format at the end of this syllabus.
 - Email "Counseling Response Recognition" to instructor by Thursday noon preceding the next Monday class.
 - In class: Participate in triad.
- Quarterly
 - Participate in a counseling session as the client for 4 consecutive weeks. The sign-up schedule for these sessions will be handed out the first night of class.
 - Complete self evaluation: mid-term and final (see last page of this syllabus)
 - Complete take-home mid-term and final quizzes (response recognition; general questions from discussions)
 - Complete Course Evaluation form
 - Meet with the instructor once during the quarter, outside of class, for tape reviews.
- Triad responsibilities
 - As counselor, come prepared to focus on the client using counseling responses that are discussed in class and the text.
 - As client, discuss a personal concern that could be developed over a period of weeks.
- As Observer,
 - Tell the counselor what counseling responses you observed
 - Give other objective observations (what did you see and what did you hear)
 - Subjective reactions (your feeling or judgments) should be named as "subjective".
 - Start and stop the VCR unless triad members decide otherwise.
- In the triads, move from counselor to client and finally, to observer.
- ALL MATTERS DISCUSSED IN THE TRIADS ARE **CONFIDENTIAL**, AND ARE NOT TO BE DISCUSSED OUTSIDE OF CLASSROOM (i.e., no hallway discussions). COUNSELOR AND CLIENT MAY NOT DISCUSS THE SESSION OUTSIDE OF THE SESSION. Students, as student/clients, will sign confidentiality form #1 [DISCLOSURE OF INFORMATION AND

CONSENT TO PARTICIPATE,(On Campus Courses),COUN 510, COUN 551, and COUN 517]indicating their understanding of confidentiality. This is normally done in a counseling session, however, this will be done for this class prior to the session. The form is at the end of this syllabus. Please read, sign, and bring a hard copy to class the first night.

- Other:
 - Students must have access to a DVD player and have 8 DVD-R discs.
 - Students must label recordings: CONFIDENTIAL and include the name of the student counselor. All recordings must be destroyed at the end of the course.
 - *If a triad is missed, it may be necessary to meet outside of class to complete a session.*
 - All assignments will be sent and returned via email. Send assignments as *Word* attachments. Send multiple CRR (Counseling Response Form)’s in one document. Label each file with the name of the assignment and the initials of the student: (CRR #1 JK). All written work should be acceptable graduate school form, i.e., clearly written, typed, neat, and free from errors in grammar and spelling. APA format does not apply to written assignments in this course. However, on take home exams, referencing must follow APA guidelines.

B. Grading:

•Grading Scale

A	= 100-94	B -	= 80-82	D +	= 67-69
A -	= 90-93	C +	= 77-79	D	= 63-66
B +	= 87-89	C	= 73-76	D -	= 60-62
B	= 83-86	C -	= 70-72	F	= 59 & below

- Seventy-five percent (75%) of the final grade will be based on skill development throughout the quarter, with more emphasis on the final four counseling sessions. This is a *subjective* evaluation by both the instructor and the teaching assistant based on the following course objectives/competencies using the following rubric.

	Unsatisfactory/ Inconsistent	Satisfactory/ Frequent	Exceptional/ Consistent
	[B- or below]	[B or B+]*	[A- or A]*
Keeps the focus on the client			
Accurately and appropriately uses all responses, intents, and focuses			

Accurately identifies all responses, intents, and focuses			
Implements feedback			
Gives accurate feedback			
Increases the percentage of counseling responses			
Establishes an appropriate professional relationship			

- Each session will be evaluated based on this rubric. At the end of the quarter, the instructor and teaching assistant will decide on the B or B+, or A- or A depending on the average number of scores in each column. Any grade below B- is an indication of an inability to meet the competency.
- For both the clinical part (triad) of the course and the final grade, an “A” grade is considered exceptional. “A-“ and “B+” grades are considered by the faculty of the counseling programs to be VERY acceptable; A “B” grade is satisfactory. For counseling students, a grade lower than “B” (3.00) is not satisfactory and the course must be repeated.
- The additional course objectives will be measured on the mid-term and final exams.
- Grading Weight
 - Response demonstration-----75% (see percentage point on the above table)
 - Mid-term Quiz -----10% (10 points)
 - Final Quiz -----15% (15 points)

C.Course Expectations:

- ALL RESPONSES, INTENTS AND FOCUSES MUST BE DEMONSTRATED IN THE TRIAD SESSIONS AND A RESPONSE RECOGNITION SHEET (CRR) MUST BE COMPLETED, *ACCURATELY*, FOR ALL THE SPECIFIC COUNSELING RESPONSES, INTENTS AND FOCUSES IN ORDER TO RECEIVE CREDIT FOR THE COURSE. (See the Response Recording Sheet at the end if this syllabus)
- All exercises are optional (however, exercises may be required on an individual basis if the TA or the instructor feels that it would benefit the student).
- All triad sessions must be completed.
- Other assignments (self-evaluations and Counseling Response Recognition forms) will not be graded, but will receive feedback.

- All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association: www.counseling.org/resources
- School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association: www.schoolcounselor.org
- ANY BREACH OF CONFIDENTIALITY OR OTHER ETHICAL GUIDELINES AS STATED IN THE *CODE OF ETHICS AND STANDARDS OF PRACTICE*, AMERICAN COUNSELING ASSOCIATION OR CODES LISTED BELOW, COULD RESULT IN IMMEDIATE DISMISSAL FROM THE COURSE AND OR FAILURE OF THE COURSE.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1	Introduction; counseling lab sign-up; course requirements; ethical requirements; giving feedback as observers; formation of triads, walk-through.			
Class #2	Attending, Allowing Silence, Opening and Closing, "What is counseling?" Triads and Small groups	II.K.5.b. II.K.5.b.	Counseling Response recognition (CRR) #1 <i>Basic Counseling Responses</i> (all)	II.K.5.a. II.K.5.b.
Class #3	Empathizing, Paraphrasing, Summarizing and Giving Feedback. Triads and Small groups	II.K.5.b.	CRR #2	II.K.5.a. II.K.5.b.
Class #4	Clarifying, Questioning, and Directing. Triads and Small groups	II.K.5.b.	CRR #3	II.K.5.a. II.K.5.b.
Class #5	Focus and Intentions Triads and Small groups	II.K.5.b.	CRR #4	II.K.5.a. II.K.5.b.
Class #6	Experiential workshop on counseling responses	II.K.5.b.	Mid-Term Exam and self-eval	II.K.5.b. II.K.1.h. II.K.5.g

Class #7	Playing a Hunch, Noting a theme, Noting a Discrepancy. “Ethics Issue in Counseling” Triads and Small groups	II.K.5.b. II.K.1.c., II.K.5.g.	CRR #5 “Ethics” attachment	II.K.5.a. II.K.5.b.
Class #8	Noting a Connection and Reframing “Diversity Issues in Counseling” Triads and Small groups	II.K.5.b. II.K.5.a.	CRR #6 “Diversity” attachment	II.K.5.a. II.K.5.b.
Class #9	Self-disclosing Triads and Small groups	II.K.5.b.	CRR #7	II.K.5.a. II.K.5.b.
Class #10	“Closure and Referral” Triads	II.K.5.b.	Final Exam and self-eval CRR #8	II.K.5.a. II.K.5.b. II.K.1.h. II.K.5.g

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
Loyola 100, www.seattleu.edu/SAS/LA
peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
Engineering 307, www.seattleu.edu/writingcenter/
peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
Drop-in help with mathematics homework and test preparation
- **Reference librarians**
Library 2nd floor, www.seattleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources
These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and

arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

<http://www.seattleu.edu/studentdevelopment/>

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grades

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

BIBLIOGRAPHY

American School Counselor Association. (2003) *The ASCA National Model: A framework for school counseling programs*. Alexandria, VA: American School Counselor Association.

Gysbers, N. & Henderson, P. (2000). *Developing & managing your school guidance program*. (3rd Ed.) Alexandria, VA: American Counseling Association.

Herring, R. (1998). *Career counseling in schools: Multicultural and developmental perspectives*. Alexandria, VA: American Counseling Association.

Schmidt, J. (2003). *Counseling in schools: Essential services and comprehensive programs*. Boston: Pearson Education, Inc.

Sciarra, D. (2004). *School counseling: Foundations and contemporary issues*. Belmont, CA: Brooks/Cole-Thompson Learning.

VanZandt, Z. and Hayslip, J. (2001). *Developing your school counseling program: A handbook for systemic planning*. Belmont, CA: Wadsworth/Thompson Learning.

Other Bibliographies:

See page 134, Haney, H. & Leibsohn, J. (1999). *Basic Counseling Responses: A Multimedia System for the Helping Professions* (worktext, video, and CD-ROM) Pacific Grove: Brooks/Cole.

www.counseling.org

www.wadsworth.com/counseling_d/

MID-TERM SELF-EVALUATION

1. Review the recordings; notice how much time you talk and how much time the client talks. When you are through listening, comment on the proportions and on how effective these proportions were as you see it.
2. How would you describe your voice tone and how well do you like/dislike it? What message do you convey through your voice tone?
3. Are there any speech mannerisms that you note as you listen, such as, overuse of specific words, overuse of "uh-huh"? Do you vary your ways of responding? Do you start each response with the same word, such as "So...".
4. Comment specifically on how you liked/disliked the way you start and end your sessions—would you change anything?
5. How genuine and real do you seem to be in your sessions? What evidence is there to support the absence or presence of realness?
6. Give an overall appraisal of your performance, pointing out anything specific you learned about yourself from listening/watching.
7. List 3-5 adjectives that best describe you in these sessions.

FINAL SELF-EVALUATION

1. Review the course objectives and indicate briefly the extent to which you have reached them.
2. To what degree did you extend yourself in your study of the text and CD-ROM?
3. Of how much assistance were you to others in your triad as a client, as counselor, as an observer?
4. In what specific areas have you grown this quarter as a result of your efforts in this class and the assistance you have received from others?
5. In what specific areas do you want to continue to work on yourself, especially related to your developing role as a counselor?
6. Other comments:

COUNSELING RESPONSE RECOGNITION (CRR) FORMAT *with an EXAMPLE*
(Submit only one document, via email. You may include multiple responses, ie, #4-6 may be repeated as necessary.)

1. Student counselor name: *Jack Smith*
2. Session #: *2*
3. Date: *1/2/03*
4. Verbatim of counselor/client interaction. Include what the client said before and after the counseling response. Add additional verbatim if necessary. Include non-verbal behavior in parentheses.

Client: "Yes, my mother did spend a lot of time with my brothers, when they were older."

Counselor: "Um."

Client: "She died a couple of years ago and there are times I would like her to be here."

Counselor: "I want to make an observation that your eyes teared up right now when you talked about your mother's death."

Client: "Yea, I really miss her -she died when I was ten." (Client starts to cry.)

5. Identify the counseling response in #4 above.

Response: *Giving Feedback*

Intent: *Acknowledge*

Focus: *Behavior*

6. Comments/questions

I felt really uncomfortable when the client started to cry. It was hard to just sit there. What do you do when a client is crying in your office?

RESPONSE RECORDING SHEET

RESPONSES

INSTRUCTOR APPROVAL DATE

Essential

Opening or Closing _____

Attending _____

Passive

Giving Feedback _____

Paraphrasing _____

Empathizing _____

Active

Clarifying _____

Questioning _____

Directing _____

Interpretive

Noting a Theme _____

Noting a Connection _____

Noting a Discrepancy _____

Reframing _____

Playing a Hunch _____

Discretionary

Self-Disclosing _____

Allowing Silence _____

Intents: To Acknowledge ____ To Explore ____ To Challenge ____

Focus: Experience ____ Thought ____ Feeling ____ Behavior ____

Immediacy ____

INSTRUCTOR SCHEDULE (revised)

Students will meet with the instructor to review the last session (bring your disc!) before this meeting, in the clinic, as follows:

Date	2:30	2:50	3:10
10/13	Jerry	Anthony	Loni
10/20	Isa	Xaila	Jacqueine
10/27	Margaret	Shiobhan	Jason
11/03	Amy	Aleesha	Meghan
11/10	Erin	Jin	Daniel
11/17	Vy	Jessica	Denise
11/24	Roxanne	Alicia	James
12/01	Simone	Jill	Angela

TRAID SCHEDULE

#	T/A	Counselor	Client	Observer	Room
1	John	Jerry	Anthony	Loni	101A - 1
2	John	Isa	Xaila	Jacqueine	101B - 2
3	John	Margaret	Shiobhan	Jason	101D - 3
4	Erin	Amy	Aleesha	Meghan	101E - 4
5	Erin	Erin	Jin	Daniel	101F - 5
6	Erin	Vy	Jessica	Denise	101G - 6
7	Billy	Roxanne	Alicia	James	101H - 7
8	Billy	Simone	Jill	Angela	101I - 8
	Group A	Ken			101A - 1
	Group B		Theresa		101B - 2
	Group C			Jennifer	101D - 3

CONFIDENTIALITY FORM

Read, sign and bring the hard copy to class the first night.



DISCLOSURE OF INFORMATION AND CONSENT TO PARTICIPATE (On Campus Courses) COUN 510, COUN 551, and COUN 517

Introduction

The Department of Counseling and School Psychology at Seattle University's College of Education is committed to excellence in preparing students for quality service in diverse communities. Our curriculum incorporates theoretical perspectives with practical applications and emphasizes clinical or experiential courses. In Counseling 510, 551, and 517, students begin applying counseling theories and skills in a practice setting. In connection with this educational experience, other students are asked to participate in training exercises that simulate client sessions. These training sessions provide an opportunity for student counselors-in-training to experience working with "clients" in an individual or group setting and to receive feedback and guidance from a Counseling Program faculty member and the student's peers in the Counseling Program.

You are provided with the following information to assist you in making an informed decision to participate in this educational experience in the role of a client with a student counselor-in-training.

1. Student Counselor-in-Training

The student counselor-in-training is a graduate level student in a counseling course at Seattle University, College of Education, Department of Counseling and School Psychology. The student is not registered or certified as a counselor by the Department of Health. The student is familiar with one of the national ethical and practice standards that apply to counselors. The student is working under the supervision of a faculty member in the Counseling Program. Neither the student nor the supervising faculty member charges a fee for the training experience.

2. Counseling Program Faculty Member(s)

The faculty member supervising the student counselor-in-training is Hutch Haney, a registered or certified counselor by the state of Washington. The faculty member's registration, certification or licensure number is Rc00004104. You may contact the faculty member at the following address: Loyola Hall, Room 218, telephone (206) 296-5750. A summary of the faculty member's education, training, and experience can be found at <http://www.seattleu.edu/coe/counseling/faculty.asp>.

3. Nature of Educational Exercise

This is an educational exercise and **not** a treatment relationship with the student counselor-in-training or the faculty member. The student counselor-in-training is learning to apply counseling skills, methods, and techniques in a clinical setting. The student is not qualified to diagnose or treat mental illness. If you have a mental or emotional health condition and require actual services from an experienced provider, you

should seek counseling or treatment from an appropriate facility or qualified mental health professional. The Seattle University Counseling Center provides counseling services to students and may be contacted at (206) 296-6090.

If you are a student in COUN 510, COUN 551, or COUN 517 and you are participating in an educational exercise in the role of a client, you will not be graded or evaluated on your participation or performance as a client. You are not required to self-disclose personal information. You may set limits on the content of the session and you may choose to role-play.

4. Recording or Observation of Training Sessions

The simulated counseling sessions serve an instructional, practice, and evaluation purpose for the student counselor-in-training. Therefore, the sessions may be recorded by audio or visual equipment and/or may be observed by Counseling Program faculty and other student counselors-in-training. Any recordings are for educational purposes only and do not become a part of your health care records or your education records. The recordings are the property of the Counseling Program. Audio or visual recordings are labeled “confidential” and do not contain your name. The recordings are not disclosed outside of the clinical course, except as described in paragraph 5 below. All recordings are erased no later than three (3) months after the final training session.

5. Confidentiality

Although this is an educational exercise and not a treatment relationship, the content of all training counseling sessions will generally be treated as confidential communications and will not be discussed outside of a clinical course or supervision session, except as described below. Consistent with professional ethics and legal requirements, there are special circumstances where the instructor may determine it necessary to disclose information obtained during a training session including, but not limited to, the following:

a. A student counselor-in-training is required by state law to report knowledge of abuse, neglect and/or exploitation of children (under 18 years), developmentally disabled adults or elders.

b. Disclosure may be made to a person whom the student counselor-in-training reasonably believes is providing health care to you.

c. If a student counselor-in-training believes that you may be a danger to yourself or another person, the student counselor-in-training may be required to disclose your health information to appropriate individuals or authorities.

d. A student counselor-in-training may be subpoenaed or court-ordered to disclose information.

e. If you are gravely disabled due to mental illness/disability AND dangerous to yourself or others, information may be released to a county-designated mental health professional if you refuse to accept treatment voluntarily.

f. If you inform us that you are HIV positive and a student counselor-in-training is the primary health care provider, either you or the student counselor-in-training must disclose the identities of any IV drug-using or sexual partners to the Department of Health.

6. Complaints or Concerns

7. If you have a complaint or concern regarding your participation in the educational counseling experience, we encourage you to discuss it with the student counselor-in-training; our experience suggests

these experiences can be valuable. If this discussion is not to your satisfaction, please contact the supervising faculty member or the Counseling Program Director. Concerns regarding a certified, registered, or licensed counselor at the Counseling Program may also be made to the Washington State Department of Health by writing to the Washington State Department of Health, 1300 Quince Street Southeast, Post Office Box 47869, Olympia, Washington 98504-7869, or by calling (360) 586 5846.

8. Consent and Acknowledgement

I certify that I have read and understand the information on this form. I understand that I may ask questions about the information on the form or the training exercise. Any questions I asked have been answered for me. I understand that I am not entering into an actual treatment relationship with the student counselor-in-training or the faculty member, and that the training sessions are not a substitute for counseling or other mental health treatment. I understand that it is my responsibility to seek actual treatment, if I feel it necessary.

I consent to participating in the role of a client with a student counselor-in-training. I consent to observations, recording of counseling sessions for instructional purposes, including review and discussion of recordings or sessions by faculty and other students in the Counseling Program.

I am at least 18 years old and competent to give this consent.

Training Session Client Name (Please Print)

Date

Training Session Client Signature

Name of Parent or Guardian (required if individual is under 18 years of age) (Please Print)

Date

Signature of Parent/Guardian (required if individual is under 18 years of age)