

James Madison University
PSYC: 661 Counseling Techniques
Summer 2018, 1-3:30
Johnston 204

Instructor:

Welcome! You as a member of this class are about to embark on an intellectually exciting and experiential journey. We are pleased YOU have chosen to participate in this adventure. We will maintain a classroom atmosphere which is as inclusive, engaging, and informational as possible while upholding the principles of ethical teaching and learning.

Active Teaching and Learning! With your full participation in this experiential class, your personal and professional knowledge about counseling techniques, as well as your experience with elements of the various techniques, should be greatly enhanced. As a life-long learner, I am committed to the integrity of the material taught, by including current research and practices, as well as the process of experiential engagement with the material for optimal learning.

LET'S HAVE A GREAT CLASS!

I. Course Description: This course provides a student with the counseling skills necessary to establish a counseling relationship with the client characterized by warmth, respect, genuineness, and empathy. It includes both didactic presentation and personal practice of these core skill areas: inviting skills, reflecting skills, advanced reflecting skills, challenging skills, assessment and goal-setting, change techniques, and evaluation/reflection/termination. Students will practice the skills in a laboratory setting in order to facilitate performing the skills of the counseling profession.

II. Course Objectives and CACREP Standards Addressed in this Course:

Students who successfully complete this course will demonstrate knowledge in the following CORE content areas of the 2016 CACREP Standards, Section 2, as well as specialty areas, Section 5:

2. PROFESSIONAL COUNSELING IDENTITY

1. Professional Counseling Orientation and Professional Practice
 - 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - 1k. strategies for personal and professional self-evaluation and implications for practice
 - 1l. self-care strategies appropriate to the counselor role
 - 1m. the role of counseling supervision in the profession
2. Social and Cultural Diversity

- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2e. the effects of power and privilege for counselors and clients
 - 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 5. Counseling and Helping Relationships
 - 5a. theories and models of counseling
 - 5c. theories, models, and strategies for understanding and practicing consultation
 - 5d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - 5e. the impact of technology on the counseling process
 - 5f. counselor characteristics and behaviors that influence the counseling process
 - 5g. essential interviewing, counseling, and case conceptualization skills
 - 5j. evidence-based counseling strategies and techniques for prevention and intervention
 - 5n. processes for aiding students in developing a personal model of counseling
- 5C CLINICAL MENTAL HEALTH
 - 1b. theories and models related to clinical mental health counseling
 - 1c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - 3b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- 5G SCHOOL COUNSELING
 - 3f. techniques of personal/social counseling in school settings

CLINICAL MENTAL HEALTH COUNSELING 9. JMU Counseling Program Key CMCH Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

III. Course Objectives: Though this experience, students will:

- *develop their own counseling techniques and listening skills.
- *gain feedback as to how their skills are perceived by others and to gain practice in giving others descriptive feedback, especially concerning counseling skills.
- *practice and employ various counseling techniques.
- *be able to identify the elements of a session, e.g., ethical considerations, beginning, conducting and terminating the counseling session.
- *be able to identify types of responses, e.g., communicating empathy, encouraging, validating, questioning, clarifying, and their respective impacts. Students will also take part in activities to practice these methods.
- *be able to identify and better understand client's individual differences and learning styles. Individual differences, as well as client/counselor differences in age, gender, cultural ethnic and personal characteristics and experiences will be discussed as an ongoing process of discovery.
- *be able to identify and demonstrate the following behaviors that are necessary in developing and maintaining a therapeutic relationship with clients:
 1. The ability to connect with clients and display a counselor presence
 2. A willingness to enter the clients' worlds and be with them in a non-confrontational, non-expert, supportive and empathic way.
 3. Posture, body movements, voice quality and facial expressions that are well-

integrated and congruent with the emerging counseling skills of listening, understanding and validating (LUV).

IV. Required Text:

Young, Mark E. (2017). Learning the art of helping: Building blocks and techniques. (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Supplemental text:

Erford, B. T. (2015). 40 techniques every counselor should know. (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

V. Methods of Instruction:

From the start of the course, students will be actively involved in discovery activities as the basis for exploring the body of knowledge in the curriculum. This approach to teaching and learning is markedly different from lecturing and passive note taking. While the professor will provide didactic presentations as part of the course, she will also serve as a facilitator of the learning experience--rarely "telling" students what they should know, but probing, questioning, hypothesizing, challenging, and modeling, in an effort to help them analyze and understand. Consequently, we will expect more from one another than mere presence in the classroom.

VI. Class Participation:

The course is graduate seminar oriented and the focus is on the process of discovery learning. This teaching approach includes the belief that each student can contribute to the understanding of everyone else. Each student's experiential background, value systems, perceptions and knowledge are all valuable assets for understanding course content. As a graduate student, each class member is expected to fully participate in the assimilation and integration of knowledge concerning issues essential to functioning as an effective counselor. When discussion of the assigned chapters and reviews of the various counseling perspectives are scheduled, each student is expected to come to class prepared. Information presented in the discussions will elaborate on and add to the subject as presented in the text and supplemental readings. A variety of perspectives and opinions will be strongly encouraged, along with vigorous debate. Students are expected to demonstrate customary respect for each other. Such behavior includes exhibiting acceptance for individual differences and listening respectfully to each other. Be willing to take chances intellectually. Class members are expected to attend regularly and be punctual because sporadic attendance by even a few students can adversely change the dynamics of the entire group.

Your grade for the class participation will be based on your respectful and attentive commitment to our class discussions throughout the term.

Student Behaviors for Evaluation:

Group Activities:

Psyc 661 students are expected to spend an average of 4-6 hours a week engaged in out of class assignments, reading and group work. The class will be divided into two groups of 3-4 students. These practice and preparation groups will meet twice per week in class (the last hour) and once per week outside of class to practice micro-counseling skills and to make video-recorded counseling sessions for class presentation.

Participation and Conduct:

Students are expected to: (1.) maintain confidentiality as spelled out by The American Counselors Association and The American Psychological Association, (2.) be an active participant in class discussions (3.) Attend all class meetings. (4.) Attend all group meetings held outside class (5.) Complete all reading and writing assignments.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
<p>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</p>	<p>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.</p>

VII. Important Policies and Procedures

Adding/Dropping Courses Policy: As mature and conscientious students, you are responsible for registering for classes and for verifying your class schedules on e--campus. You must adhere to the JMU add/drop policy for all class changes. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather Policy: By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to get to class.

Religious Observation Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations: We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the contact person is Amy Sirocky Meck, director of the JMU Office of Equal Opportunity, at <http://www.jmu.edu/oeo/>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to <http://knowyourix.org/title--ix/title--ix--in--detail/>

VIII. Course Assignments

1. Collaborative Quizzes (8 x 2 points = 16 points total)

Collaborative group quizzes will be given at the beginning of each class. Two teams will each have half the questions and answers will be reviewed in class. For each individual full credit (2 points total) are given for participation (1 points) and 90% (1 point) correct answers.

CACREP Core Standards Covered in Assignment:

1k, 1l, 1m, 2d, 2e, 2h, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5n

CACREP CMH Standards Covered in Assignment:

1b, 1c, 3b, CMHC 9

CACREP SC Standards Covered in Assignment:

3f

2. Counseling Scene Process Worksheets (7 x 4 points =28 points total)

These worksheets will be completed at home before coming to class and they include 3-5 question prompts that require viewing of MyLab counseling sessions and answering related questions. These worksheets will be handed out at the end of the class before the worksheet is due and they must be turned in as type-written hard-copies at the beginning of the class in which they are due.

CACREP Core Standards Covered in Assignment:

1k, 1l, 1m, 2d, 2e, 2h, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5n

CACREP CMH Standards Covered in Assignment:

1b, 1c, 3b, CMHC 9

CACREP SC Standards Covered in Assignment:

3f

3. Counseling Session Recording Assignments (2x 10 points = 20 points total)

You have the opportunity to develop your ability to counsel and to critique your counseling through applying the tools outlined in the text. You are asked to **make at least three (3)**

recorded sessions that are at least 20 (minimum of 15, maximum of 30) minutes long. Two are included in this assignment and the third recording will be a part of your final assignment. These counseling sessions will be with your classmates in the assigned counseling working groups. In these sessions you are to demonstrate your ability to use the attending behaviors that have been reviewed in class up until this point and other counseling/interview techniques in the text to facilitate personal growth in the counselee. You will be given opportunities to play various segments of these recordings in class. You will be given a reflection sheet to complete about your session and this reflection is due at the time of the recording due date. Recordings will be submitted on Canvas and the reflections should be typed and turned in as hard copies to your instructor at the beginning of class on the due date.

CACREP Core Standards Covered in Assignment:

1i, 1k, 1l, 1m, 2d, 2h, 5a, 5c, 5d, 5f, 5j, 5n,

CACREP CMH Standards Covered in Assignment:

1b, 1c, 3b, CMHC 9

CACREP SC Standards Covered in Assignment:

3h

4. Final Exam (30 points total, see assigned points below)

The exam consists of the third counseling session recording, as well as a verbatim transcript of the session, a tape analysis, and a comparison analysis (see guidelines and rubric below)

CACREP Core Standards Covered in Assignment:

1k, 1l, 1m, 2d, 2e, 2h, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5n

CACREP CMH Standards Covered in Assignment:

1b, 1c, 3b, CMHC 9

CACREP SC Standards Covered in Assignment:

3f

5. Class Participation and Technique Review (6 points total)

Class participation grade (3 points for excellent) and counseling technique review (6 points)

CACREP Core Standards Covered in Assignment:

5a, 5g, 5j, 5

CACREP CMH Standards Covered in Assignment:

3b, CMHC 9

CACREP SC Standards Covered in Assignment:

3h

Final Assignment/ Key Performance Indicator for Counseling

Part I: Introduction (5 points)

Provide your recording, along with a brief summary of the counseling session that you are using for this verbatim. In this summary,

- 1) include information about the background of the person involved,
- 2) list the issues your client is presenting, and
- 3) list the goals for the session.

Length approximately 1-2 typed pages

Part II: Tape Analysis (15 points)

Select at least a 30-45 minute counseling session recording with a classmate from another group as assigned. Type 15-20 minutes of this this segment **word for word**, including silences, “uhs” (any sounds), etc. When typing, allow space to add your own *process comments* **after** each counselor response.

Process comments refer to your evaluation (judging its value or worth) & analysis (breaking the whole into its parts to examine) of what was happening during the counseling session. In a more practical sense for your counseling session, *process comments* refer to:

Basic level (“B” grade):

1. Labeling each technique & if it’s domain is cognitive, behavioral, &/or affective/experiential,

Exceptional level (“A” grade):

2. Mentioning what you were thinking, feeling emotionally, &/or sensing physically,
3. Your own personal issues that came into play in response to the client’s issue/response,
4. Stating what you might say or do differently & how you would say it (the literal words you might use),
5. Mentioning your hunch or intuitive sense about what the client is saying/not saying/feeling.

It is very important that you take the time to comment on **every** counselor-client interchange. Be sure to **label each technique** (*nonverbal cues* - voice tone, facial expression, posture, eye contact, touching, gestures, spatial distance; *encouragers* - door openers, minimal encouragers; *questions* - open, closed, leading; *silence*, *paraphrasing*, *reflecting feelings*, *reflecting meaning*, *summarizing* - focusing, signal, thematic, planning; *challenging/confrontation*, *homework*, *goal setting*, etc.) which you use.

You may choose to go beyond the labeling of each technique and identifying the domain of the technique by **mentioning what you were thinking** (“I don’t know what to say,” “I’m stuck,”), **feeling emotionally** (joy, sadness, anger, guilt/shame, fear, disgust, surprise, & interest/excitement), &/or **sensing physically** (inside yourself – tension in your neck, etc., burning sensation in your stomach, knot in your stomach, etc.) when your client/helpee responded. This adds another insightful dimension to your verbatim.

Along with labeling each technique & commenting of what you were thinking, feeling emotionally, &/or sensing physically, it will also be helpful for you to mention areas 3, 4, & 5 when possible. Remember: The more you become aware of in the sessions, the more effective you will be as a counselor/helper and a person. It is crucial that you learn *to be* with your client, *to listen* to your client/helpee, & *to let your client/helpee know that you hear* what s/he is saying/feeling/experiencing.

Length approximately 3-6 typed pages

Part III: Comparison Analysis (10 points)

Type a paper outlining your development and awarenesses when reviewing your three (or more) counseling sessions. You might address similarities and differences in the sessions, e.g., techniques, tone, atmosphere, relationship, opening/closing, pace, intimacy/apartness, awarenesses of client issues - overt and covert, how you dealt with these issues, etc.

Length approximately 2-3 typed pages

Grading Scale for Course: 100 points possible

90 – 100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Below 60	=	F

VIX. Schedule of Classes and Assignments (subject to revision)

Note: The assigned readings should be completed in advance of the specific class date.

Date	Topic	Reading/Assignments (Complete prior to class)
CLASS 1: 5/7	Discussion of the Syllabus Video Recording introduction Exercises in the Counseling Relationship -Worksheet 1 distributed	-Young, Ch. 1 (we will cover this one in class together)
CLASS 2: 5/9	The Therapeutic Relationship -counseling practice -Worksheet 2 distributed	-Young, Ch. 2 -Counseling Scene Process Worksheet 1 Due -Technique shared by: Ritter
CLASS 3: 5/14	Invitational Skills -counseling practice (3-4, 15-minute counseling sessions and record them, upload and delete) -Worksheet 3 distributed	-Young, Ch. 3 -Counseling Scene Process Worksheet 2 Due -Technique shared by: Sarah, PRMT ch. 16
CLASS 4: 5/16	Reflection Skills: Paraphrasing and Reflecting Feelings <i>-meet outside of class before next class to choose tape presentations (5 minutes per counselor, commentary by classmate)</i>	-Young, Chs. 4 and 5 -Counseling Scene Process Worksheet 3 Due -Technique shared by: Jessica, Reframing, ch. 21
CLASS 5: 5/21	Advanced Reflection Skills: Reflecting Meaning and Summarizing <i>-all counseling sessions 1 on Canvas and half session presentations during class</i>	-Young, Ch. 6 Worksheet 4 Due -Recording 1 and Recording Assignment 1 due -Technique shared by: Jacqueline, Strength Bombardment ch. 20
CLASS 6: 5/23	Challenging Skills <i>-all counseling sessions 1 on Canvas and half session presentations during class</i> -Worksheet 4 distributed	-Young, Ch. 7 -Technique shared by: Victoria, Journaling ch. 27
CLASS 7: 5/30	Assessment and Goal-Setting (3-4, 20-30-minute counseling sessions and record them, upload and delete) -Fill out observations sheet, share feedback for counselor to present during class -Worksheet 6 distributed	-Young, Ch. 8 -Counseling Scene Process Worksheet 5 Due -Technique shared by: Aleksa, Self-Disclosure, ch. 17
CLASS 8: 6/4	Change Techniques <i>-all counseling sessions 2 on Canvas and first half session presentations during class</i> -Worksheet 7 distributed	-Young, Ch. 9 -Recording 2 and Recording Assignment 2 due -Counseling Scene Process Worksheet 6 Due -Technique shared by: Kate, Visual-Guided Imagery, ch. 14

CLASS 9: 6/6	More Change Techniques <i>-all counseling sessions 2 on Canvas and second half session presentations during class</i>	-Young, Ch. 10 -Counseling Scene Process Worksheet 7 Due -Technique shared by: Carleigh, Stress Inoculation, ch. 29
CLASS 10: 6/11 (NO CLASS BUT RECORD SESSION)	Evaluation, Reflection, and Termination <i>- meet outside of class this week to record final session for last day of class</i>	
CLASS 11: 6/13 12:30-4:30 (DOUBLE CLASS) EXAM WEEK June 15	Inclusive Counseling, ½ class facilitate activity on chapter 11 and other ½ facilitate activity on chapter 12	-Young, Ch. 11 -Young, Ch. 12 -Technique shared by: Stacey, Deep Breathing, ch. 15 -Technique shared by: Michelle, Behavioral Rehearsal, ch. 31 -Final Due June 15 by noon (this is the only assignment that electronic copies are acceptable and these can be turned in on Canvas)

Psychology 661: Counseling Techniques

Confidentiality Agreement

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout this course, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to keep your fellow students' personal disclosures to yourself. You may describe the general the activities of the class to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

CLASS GUIDELINES

- Personal information shared in the class is the property of the class and is not to be taken outside of this context.
- You are free to participate or not, but others in the class are free to give you feedback either way.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Fully attend to the person sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not probe or ask a lot of questions, particularly when they serve you more than they will help the other person.
- Practice being "real" in the class.
- You get out of this class what you put into it.
- If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

SIGNED AGREEMENT

In signing this agreement, I understand that in order to complete this course I am required to be a client for one or more of my colleagues, and in this role I am asked to be genuine and authentic. I also understand that my grade will not depend on how well I fulfill the request that I be open and forthcoming as a client, but that my attendance at sessions with my counselor will affect my grade.

As a counselor, I pledge myself to keep confidential the conversations that take place within the group sessions and class discussions, and to refrain from talking about my client's conversations with anyone not in the class. I will keep the videotape of my client's sessions in a safe place, and not view it in the presence of those who are not members of the class.

I understand that *any malicious breach of confidentiality* on my part will result in a failing grade for the class and possible action on the part of the Program Committee.

I agree to the conditions stated above.

Student's signature

Date

CORE STANDARDS INCLUDED IN COURSE and KPI for CMH and SC

CACREP CORE STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1 i	1 k	1 l	1 m	2 d	2 e	5 a	5 c	5 d	5 e	5 f	5 g	5 j
5. Counseling and Helping Relationships, Counseling Recordings (CMH KPI, Introductory)	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Counseling and Helping Relationships, Counseling Session and Final Analysis (SC KPI, Introductory)	x	x	x	x	x	x	x	x	x	x	x	x	x

CLINICAL MENTAL HEALTH STANDARDS INCLUDED IN COURSE and KPI

CACREP CORE STANDARDS INCLUDED IN COURSE ASSIGNMENTS	Foundations	1 b	1 c	Practice	3 b	9
5. Counseling and Helping Relationships, CMHC KPI 5 (Introductory): Counseling Session		x	x		x	x

SCHOOL COUNSELING STANDARDS INCLUDED IN COURSE and KPI

CACREP CORE STANDARDS INCLUDED IN COURSE ASSIGNMENTS	Practice	3 f
5. Counseling and Helping Relationships, Client Conceptualization Assignments 2a-2c (SC KPI, Reinforcement)		x

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p>5. Helping Relationships: Establishes and maintains effective counseling relationships.</p>	<p>Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.</p>	<p>Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach</p>	<p>Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.</p>	<p>Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.</p>