

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 755.001 – Practicum in Counseling  
3 Credits, Fall 2019

Thursdays, 7:20 – 10:00 PM Peterson Hall Room 2411 - Fairfax

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**Faculty**

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**Prerequisites/Corequisites**

Completion of CNDV program course work except for EDCD 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCD 630, 606/609 and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

**University Catalog Course Description**

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process.

**Course Overview**

This course provides supervised practice for a minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on the counseling process.

The practicum course is an arranged, supervised experience in counseling. The course aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy to effectively design and implement community prevention programs, and developing ways to improve theoretical conceptualizations of applied interventions. Thus, the focus of the course will be on providing professional counseling within the parameters of the George Mason University Counseling and Development Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the semester, students will present, discuss, and conceptualize their counseling work, explore culturally specific interventions, explore applications of social justice to their counseling work, examine countertransference as it relates to the counseling process, and plan and develop required activities which include an evaluation of their practicum site. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester. Clients should consist of individual, family, and group cases. Class seminars will consist of role-plays, case processing; and discussion of professional issues, personal reactions to clients, and program evaluation and development.

Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. You may not discuss cases in other classes, with friends or relatives, or in social situations since it is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. It is also imperative that you discuss cases with your on-site supervisor. If you have questions or concerns that need immediate attention, please call, or email the instructor.

### *Course Materials*

All practicum materials are located on Blackboard under the Counseling and Development Organization page. Click the Community Agency P&I link located on the left-hand side. You should print out copies of the Information for CA On-Site Supervisor, Supervision Agreement, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

### **Course Delivery Method**

This course will be delivered using a seminar, format.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- Gain opportunity for practicing competencies developed throughout the graduate training program;
- Receive an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings;
- Explore counseling strategies for individuals, groups, and families within a culturally diverse framework;
- Effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- Formulate and identify a professional role.
- Uphold high standards of professional ethics; gain experience involving ethical decision-making and practice related to counseling.

### **Professional Standards**

Upon completion of this course, students will have met the following professional standards:

EDCD 755 is a culminating course for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based community agency counseling experiences. EDCE 755 fulfills the requirements of the following professional organizations:

- Commonwealth of Virginia Board of Counseling requirement for Supervised internship of 600 hours to include 240 hours of face-to-face direct client contact.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society;
- And CACREP-Section II. Professional Identity and CACREP-Section III. Professional Practice.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

## Required Texts

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Readings as assigned.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Each student will:

1. Attend each class and complete all assignments and readings. Per C&D Program Attendance Policy, more than one unexcused absence will result in course failure.
2. Participate and contribute to class discussions and activities.

All written assignments must be typed and must follow APA format unless indicated by instructor. Grading on written work will consider the following factors: quality of written work and adherence to requirements of assignment. As a graduate student, it is expected that all your work will be turned in on the assigned dates. A late assignment will be subject to a grade penalty.

## Course Materials

All Practicum materials are located on Blackboard under the Counseling Program Organization page. Click the Practicum and Internship link located on the left-hand side. You should print out copies of the Information for SC On-Site Supervisor, Supervision Agreement, Log of Hours, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

## Assignments

1. **A minimum of 200 (PSC), 300 (Agency) hours in the field placement.** If you entered the C&D program after summer 2007 and/or are planning to pursue licensure as an LPC in the state of VA, you will need to complete 300 site hours per semester, 120 hours of these hours should be direct (face-to-face) client hours. Given that this is your first semester at your site, the program will allow a minimum of 85 direct hours, however, you will need to accumulate additional hours in your internship to reach the 240 direct client hour requirement. Hours spent in class or at home preparing GMU assignments may not be counted toward the hour requirement. *Achieving the hours required to pass this class is the sole responsibility of the student.*

The Supervision Agreement signed by you and your on-site supervisor is due by **September 12**. On-site Supervisors will then be contacted directly by the University Supervisor to initiate the collaborative supervisory relationship and answer any questions about the Supervision Agreement.

**Participation.** As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, because the class will be so interactive and experiential, there is no way to “get the information” from a missed

class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:

- i) **attendance** (every student is expected to be at every class),
  - ii) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
  - iii) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
  - iv) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way)
- 2. Case Presentation.** For the presentation, you are required to provide two video or audio recording of your therapy session. Videotape is strongly recommended due to the importance of learning to observe nonverbal responses of patients to therapeutic interventions. If you choose to use audiotaping, *the recording must be audible and clear*. You will bring in this recording from a session with your client. You are permitted to present the client from your first taping/transcription, if desired. Before class, you will cue it up to an area where you want feedback from your counseling interventions. You are to describe your case conceptualization and plans for treatment. The presentation and discussion will provide you the opportunity to discuss your client's concerns, personal reactions to your client, difficulties with your client, etc. You will have the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth. *Presentation dates will be assigned during the first night of class.*
- 3. Transcripts and Tapes\*\*.** Students will hand in two video or audio tapes and accompanying transcripts and written narratives. Note, you must include a signed "permission to tape" form [See CA Required Forms in the Community Agency P&I tab on Bb]. It is important to make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged. I strongly recommend that you begin taping from Week 1 so that taping is an integral part of your therapy process. By taping regularly you will have plenty of tapes to choose from for this assignment. Choose a 15-20 minute segment of your tape to transcribe.
- \*\*The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.\*\***

#### **Written Narrative**

Please provide a brief description of your client and his or her presenting issue to be handed in with your tape. In addition, state the primary focus that you are working on with your client in the segment and the theoretical orientation from which you are working. On each of the tapes you should note counseling themes and interventions, and discuss whether the interventions were effective or ineffective. Note case-relevant ethical and diversity considerations. Lastly, include an evaluation of your strengths and weaknesses as a clinician. An outline to follow will be posted on Blackboard.

**3. Targeted Intervention Project and Results Report (PSC). This is a Performance Based Assessment.** Using the ASCA National Model (3<sup>rd</sup> ed.) as a guide, students will develop an action plan for either a school counseling curriculum unit or a small group experience. Students should

collaborate with their supervisor or other educators in developing the Unit or group, but the project should be the intern's primary responsibility. Students will collect data on the Unit or small group, and complete a Results Report (ASCA National Model, 3<sup>rd</sup> ed.) to analyze the program's effectiveness and make suggestions for future implementation of the program.

Based on this data analysis and consultation, students will create a simple document that:

- a. Outlines the identified concern found through data analysis (What is the issue?)
- b. Presents a basic needs assessment to address the concern (Who/what is needed to help?)
- c. Details a counseling program/intervention (e.g., training for parents/teachers; classroom lesson; group, etc.) that could address the concern (What we will do about it.)

This document should be presented to your site supervisor and other school stakeholders as well as to your Practicum class.

**Final Supervisor Evaluation. This is a Performance-Based Assessment.** Students are required to upload their final supervisor practicum evaluation to TK20 found under the "assessment" link in Blackboard.

4. **Performance-Based Assessment: Program Evaluation Project (Community).** In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. (For students who began developing programs during the practicum class, this project can be the continuation and implementation of the program you began during that semester.) This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. This program should address a need in the surrounding community and target a specific issue of concern. Students begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, and submit a 5-7 page summary of the proposed project. Students typically implement this project during their internship semester. The program proposal will include: (a) a description of the problem (your needs assessment); (b) a brief review of the literature; and (c) a description of the project, and (d) how you will evaluate its effectiveness. You will present your project proposal in class. The proposal paper should be uploaded to TK20 found under the "assessment" link in Blackboard.

### **Other Requirements**

**Paperwork- \*Students cannot pass Practicum without this paperwork\*.**

1. **Professional Counseling Liability Insurance.** Student Counselors *must* purchase their own professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
2. **Supervision Agreement and Goal Statement.** Students are expected to read over and complete the Supervision Agreement with their site supervisor, as well as develop a one page Personal Goals Statement which describes goals particular to your needs and the experiences available at the site.

3. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
4. **Log of hours.** Completed and signed by on-site supervisor.

## Grading

<b>GRADED ASSIGNMENTS:</b> Grades will be posted to Blackboard	
Participation	20%
Case Presentations	20%
Transcripts and Tapes	20%
Project	20%
Final Supervisor Evaluation	20%
<b>Total Points - 100</b>	

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

## Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

EDCD 755 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of Practicum. Students will be evaluated on the course requirements as listed above. It is expected that all students will demonstrate skills through class participation, presentations, evaluations, and assigned projects and papers. Consultation with university and on-site supervisors regarding the intern's performance will occur during the semester and scores lower than a three on your final evaluation from your on-site supervisor could result in course failure.

## Selected performance-based assessment

The performance-based assessments for this course is the on-site supervisor final evaluation. This must be uploaded to Blackboard as part of the final grade. See rubric at the end of the syllabus.

## TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Counseling & Development course with a required performance-based assessment is required to submit this assessment, On-Site Supervisor Final Evaluation; and Client Feedback Report, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon

completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Topics	Assignments & Reminders
1: Aug 29	Welcome, Orientation to Class, Expectations, Syllabus Review Group Supervision	Review crisis management & response plan, CPS reporting policy with supervisor & report back
2: Sept 5	Basic Counseling Skills Review; Overview of Accountability Project Group Supervision	
3: Sept 12	Multicultural Counseling Review Group Supervision	-Professional Liability Insurance -Supervision Agreement Remind your supervisors – Supervision Training 9.13 @ Mason
4: Sept 19	Group Counseling Review <i>Emerging Topics/</i> Group Supervision	-Practicum Goal Statement
5: Sept 26	<i>Emerging Topics</i> Group Supervision	*Send mid-semester evals to supervisors
6: Oct 3	No Group Supervision Individual Meetings	-Hours Log Bring mid-semester evaluations to individual meeting
7: Oct 10	No Group Supervision Individual Meetings	Bring mid-semester evaluations to individual meeting
8: Oct 17	<i>Emerging Topics</i> Group Supervision	* Case presentations
9: Oct 24	<i>Emerging Topics</i> Group Supervision	* Case presentations
10: Oct 31	<i>Emerging Topics</i> Group Supervision	* Case presentations
11: Nov 7	Group Supervision	* Case presentations -Hours Log
12: Nov 14	<b>Project Presentations</b>	* All Student/client presentations should be complete by this date
13: Nov 21	<b>Project Presentations</b>	
14: Nov 28	<b>Thanksgiving Holiday</b>	
15: Dec 5	Final Class Meeting Course Wrap Up Group Supervision	1) Log of hours; 2) All Final Evaluations; 3) Evaluation of Clinical Experience 4) Results reports uploaded to TK20 <b>ALL Documents Due</b>

## **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

## **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/polices/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

**Assessment Rubric(s)**  
**On-Site Supervisor Final Evaluation**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>	<b>Poor (0)</b>
<b>Counseling Skills</b>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with most clients</li> <li>-Independently develops thorough case conceptualizations</li> <li>-Independently assesses most clients appropriately (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with some clients</li> <li>-Develops thorough case conceptualizations with clinical supervision</li> <li>-Appropriately assesses most clients with clinical supervision (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Develops adequate therapeutic relationships with most clients</li> <li>-Some evidence of case conceptualization skills</li> <li>-Some evidence of assessment skills (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Develops adequate therapeutic relationships with some clients</li> <li>-Relies on clinical supervision to assist with case conceptualization</li> <li>-Relies on clinical supervision to assist with assessment (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Does not develop adequate therapeutic relationships with any clients</li> <li>-No evidence of case conceptualization skills</li> <li>-No evidence of assessment skills (0)</li> </ul>
<b>Professional Disposition</b>	<ul style="list-style-type: none"> <li>-Collegial at all times</li> <li>-On time for all appointments/meetings</li> <li>-Displays effective interpersonal communication at all times</li> <li>-Paperwork is well-written and timely (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Collegial most of the time</li> <li>-On time for most appointments/meetings</li> <li>-Displays effective interpersonal communication most of the time</li> <li>-Paperwork is adequate (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas (0)</li> </ul>
<b>Utilization of Clinical Supervision</b>	<ul style="list-style-type: none"> <li>-Always engaged in supervision</li> <li>-Always prepared for supervision</li> <li>-Always thoughtful and reflective during supervision</li> <li>-Always open to feedback in supervision (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Engaged in supervision most of the time</li> <li>-Prepared for supervision most of the time</li> <li>-Thoughtful and reflective in supervision most of the time</li> <li>-Open to feedback in supervision most of the time (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas (0)</li> </ul>

<b>Multicultural &amp; Social Justice Competency</b>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with all clients</li> <li>-Identifies social justice issues and advocates accordingly for all clients (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with most clients</li> <li>-Identifies social justice issues and advocates accordingly for most clients (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision</li> <li>-Identifies social justice and advocacy issues with clinical supervision (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions</li> <li>-Some identification of social justice issues, but difficulty advocating for clients (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Unable to identify multicultural issues</li> <li>-Unable to identify social justice and advocacy issues (0)</li> </ul>
<b>Self-Awareness</b>	<ul style="list-style-type: none"> <li>-High levels of self-awareness</li> <li>-Demonstrates insight into impact on others at all times</li> <li>-Ability to clearly articulate strengths and weaknesses at all times (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Good self-awareness</li> <li>-Demonstrates insight into impact on others most the time</li> <li>-Ability to articulate strengths and weaknesses most of the time (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate levels of self-awareness</li> <li>-Some insight into impact on others</li> <li>-Some awareness of strengths and weaknesses (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Limited evidence of self-awareness</li> <li>-Limited evidence of insight into impact on others</li> <li>-Limited evidence of awareness of strengths and weaknesses (1)</li> </ul>	<ul style="list-style-type: none"> <li>-No evidence of self-awareness</li> <li>-No evidence of insight into impact on others</li> <li>-No evidence of awareness of strengths and weaknesses (0)</li> </ul>

## Seminar Guidelines

### Privacy and Confidentiality: Seminar Discussions

1. It is expected that fellow students are provided the same level of confidence that is afforded counseling clients.
2. What is discussed within the seminar forum remains within the forum and is NOT discussed outside the seminar. Students need to feel that they are able to freely discuss in seminar both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships.
3. It is expected that all students will honor the privacy of their peers as well as that of their clients.

### Privacy and Confidentiality: Taping and Discussion of Cases

When tapes are used:

1. Students must provide the seminar leader with a copy of the client's informed consent for audio/videotaping and/or discussion or individual counseling sessions.
2. Students must always use pseudonyms and make sure that no identifying information is exposed during presentations, in write-ups or on audio or videotapes.
3. Presenters are responsible for ensuring that handouts or other information used in presentations are collected after class and destroyed as soon as practicable.
4. Under no circumstances will students bring to class original material or forms from the client's file at the practicum/internship site.
5. Tapes are not to be played in the presence of other students, professors, friends, relatives, etc., as this violates the client's informed consent. When finished, tapes must be erased completely and promptly. Tapes are never to be left in mailboxes or in public places where they could be lost or be reviewed by others.
6. Students in the seminar are expected to maintain confidence about cases that others present as well as about what other students share about their own experiences. Students need to feel that they are able to discuss freely both successes and trials they experience.

### Peer Feedback

Each student brings to the seminar, and to her or his clients, a unique personal style informed by theory, by skills classes, and by their own experience. We also bring with us our insecurities about our abilities, as well as a strong desire to help our clients. What we need in the way of feedback from peers is good active listening, **NOT advice**. We all need to develop a sense of confidence in our instincts and our ability to interact therapeutically with our clients. As peers, we can facilitate the development of confidence in each other by drawing out each other's best reflective thoughts about the work we do. A good way to do this is to encourage each other to think more deeply or more creatively about our individual clients, to allow us to draw on our own developing resources to problem solve.

Giving advice, such as "I had a client like yours, you should read this great book on working with depression" or "you need to confront the discrepancies in your client's story" or "maybe you should try x or y" do not draw out the counselor's resources, they tell the counselor that we have the solution to their problem with a client. They are a covert way of imposing our own opinion on another. When we give advice, we mean well, but it isn't the most productive feedback. In reality, when it comes down to it, the counselor is the one in the room with the client; what better support can we give the counselor than to strengthen her or his confidence in her own abilities. Do offer feedback that challenges the counselor to draw out his best. "You seem discouraged about client x. Has it been that way all along" is a good opener. "When did you first feel as though you were at a stuck point?" "What was that like for you?" are open questions that promote self-discovery and can lead the counselor to understanding more about themselves and their clients.