

VIDEO AND VERBATIM TEMPLATE

DIRECTIONS

Step 1: Select an 8 to 10-minute segment of a recorded counseling session and upload it to your Kaltura account at watch.liberty.edu. Save the video as your name and presentation number (e.g., Jane Doe, First Case Presentation). Ensure the video is set to private and then publish it to your course and section under My Channels. **Note: All videos must be deleted on or before the last day of your course.**

Step 2: Complete the **Verbatim and Reflection**. Watch the video segment and type a verbatim transcript with timestamp of the video (recall the verbatim in the exact word-for-word content including “umm,” “err” and other filler words). Once you have fully transcribed your clip, for **every counselor statement/response**, with the exception of paralanguage, ***identify the SPECIFIC Basic Skill used and rationale*** for why you used it (Basic Skill and Rationale column- use the Skills Competency Scale at the end of the template to see the list of all the basic skills), ***provide a rework*** of the skill that demonstrates either a more polished reflection or a more advanced reflection (Rework column), and ***include comments regarding conceptualization and/or counselor self-awareness*** (Conceptualization and Personalization column). **EVERY column should be completed for EVERY counselor statement/response.**

Step 3: Complete the **Skills Competency Scale Self-Assessment** regarding the skills you demonstrated ***in this clip.***

Step 4: Complete **Session and Skills Reflection**, which includes three discussion questions. This should be between 1-2 pages in length.

Step 1:
Student Name: B. W.
Faculty Name: Dr. Stacey Lilley

Start Time of Clip: 0.00
End Time of Clip: 8.04
Remember to set the video to private and then publish it to your course and section under My Channels.

STEP 2: VERBATIM AND REFLECTION

Example

Timestamp	Speaker	Verbatim	Basic Skill and Rationale	Rework	Conceptualization and/or Personalization	Faculty Feedback
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25:53	Counselor	Yeah that's- that makes sense the way you were explaining it. You don't- you don't want the conflict don't introduce the topic. Um now what about relationships with friends?	Paraphrasing and Open Question: I wanted let the client know he is being heard and understood, and I asked about friends because I think this will be a goal for the client.	Paraphrase: It sounds like conflict can be really uncomfortable to you.	I could have delved deeper into the conflict topic, but I missed it because of my planned direction, as social relationships were mentioned in the last session.	
26:05	Client	Umm.. I don't have a lot of friends actually-I'm pretty bummed about it				
26:11	Counselor	Oh, yeah?	Non-Facilitative:	Reflection of Feeling: Sounds like you wish that could be different.	"Oh, yeah" is a habit I have when I'm not sure what else to say	

Timestamp	Speaker	Verbatim	Basic Skill and Rationale	Rework	Conceptualization and/or Personalization	Faculty Feedback
0.5	Counselor	Okay! Alright, Gabby. So, just a reminder, the camera's over there. And it's just for my professor to see and kind of my, uh, and my fellow students who are in this class with me to help me learn and be a better counselor, right? So, Um, I'm glad you're back this week. Do you have anything that you'd like to talk about before we dig into	Focusing Counseling	Include a greeting and a chance for the client to share anything on their mind, but I should use less words to do this!	I wanted her to feel welcomed and like I was excited to meet with her. I also wanted to give her the opportunity to share anything that was on her mind that was outside of the things that we had been working on.	I like that you reminded her of the camera and the reasons why you are using it.

		some things that we talked about last time?				
.35	Client	Hmm.mm				
.35	Counselor	No? Nothing new? Okay. Did you have a good weekend?	Closed-ended question	Summarizing-go ahead and remind the client about what was discussed in the last session and what you all are working on. “Well, if you do not have anything to share from your week, let’s dive back in where we left out in our last session.	I was trying to get her to chat and open up. I was hesitant to just dive into the meat of the session, but I ended up wasting a good deal of time on chatting.	This can be so easy to do! It can be helpful with rapport building especially for teens, but definitely can be hard to get back on track.
.39	Client	Yeah.				
.39	Counselor	Pretty good?	Closed-ended question	Minimal Encourager-don’t include a question.	I was still focused on chatting and putting her at ease, although this was not really necessary.	
.39	Client	Me and Miss Theresa hanged out.				
.42	Counselor	Fun!	Minimal Encourager	I think this was ok. Without the closed-ended question before it, it would not have interrupted the flow of her story so much.	This information is not relevant to the session. It is just chatting.	
.42	Client	We went to, um, Lowe’s, Walmart, Little Caesar’s, and Dollar Tree.				
.52	Counselor	Cool! And you went to Carowinds yesterday?	Minimal Encourager and Closed-ended question	Focusing counseling-begin with the psychoeducation or interventions planned. “Last session we talked about...”	This information is not relevant to the session. It is just chatting.	This definitely could’ve been a great place to switch over.
.53	Client	Yeah.				
.53	Counselor	Was that fun? Did you ride lots of rollercoasters?	Closed-ended question	Focusing counseling-begin with the psychoeducation or interventions planned. “Last session we talked about...”	This information is not relevant to the session. It is just chatting.	

.57	Client	Not really. Angelica had passed out on one of them.				
1.00	Counselor	She didn't tell me that!	Minimal encourager	Minimal encourager-but less words	I need to talk less in session!	
1.03	Client	She did.				
1.03	Counselor	Oh my word! Was that scary?	Minimal Encourager and closed-ended question	Focusing counseling-begin with the psychoeducation or interventions planned. "Last session we talked about..."	This information is not relevant to the session, It is just chatting.	
1.05	Client	I wasn't on that ride she went on whenever she passed out.				
1.10	Counselor	Yeah.	Minimal encourager	Attentive Silence-I need to talk less in session.	I want the client to know that I am interested in what they are saying and staying with them, but I may do this too much in session.	That is the helpful process of these verbatims – they give direct insight into our body language and verbal communication in session.
1.10	Client	There was this one ride that they had went on, Angelica didn't go on, but like, instead of sitting down on a rollercoaster...				
1.17	Counselor	Hmmm.mmm.	Minimal encourager	Attentive Silence-I need to talk less in session.	I need to work on communicating more with my facial expressions so that the client knows I am listening without me having to make noise.	
1.17	Client	...You're standing.				
1.18	Counselor	I don't know if I'd like that.	Self-disclosure	Reflection of Feeling-Talk about how the client may be feeling. "That sounds scary."	These little moments of talking about myself seem harmless, but it may be crossing the line of professionalism.	
1.20	Client	Kenslie went on it.				

1.22	Counselor	I don't think I'd be that brave.	Self-disclosure	Reflection of feeling-talk about how the client may be feeling. "It takes a lot of courage to ride rollercoasters."	I was trying to show solidarity with the client since she was scared of riding the rollercoasters.	I like the rephrase here with the reflection. Self-disclosure can be appropriate at times, but sometimes it can shift the session focus too much.
1.24	Client	Jakayla and Bella.				
1.26	Counselor	Yeah, my girls are brave, but not me.	Self-disclosure	Reflection of feeling-keep the conversation focused on the client, not other students. "Sounds like it took lots of courage for you to ride the rollercoasters."	This whole conversation seems long and unnecessary when I am examining the time it took away from talking about her interventions.827y4V WNRFCV 5 OPP	
1.29	Client	Not me either! And the boys at Brown went on all of the big rollercoasters.				
1.34	Counselor	Did you ride...which ones did you ride?	Started out as a closed-ended question, but I changed it to open- ended.	Focusing counseling-begin with the psychoeducation or interventions planned "Last session we talked about.."	This information is not relevant to the session. It is just chatting.	
1.37	Client	Um, the um, the gold rush thing.				
1.42	Counselor	I did. I rode that one.	Self-disclosure	Attentive Silence-the client does not need to hear about my experience at Carowinds.	I did not realize how often I talked about myself, even in these innocent ways, during this eight minute period.	Attentive silence can be very helpful! Body language can also be helpful in these moments.
1.44	Client	I rode it twice.				
1.44	Counselor	Did you like it?	Closed-ended question.	Focusing counseling-begin with the psychoeducation or interventions planned "Last session, we talked about..."	This information is not relevant to the session. It is just chatting.	

1.45	Client	Yeah. There was one in, like, Snoopy Land. I forgot what it was called. Something board?				
1.51	Counselor	Cool.	Minimal Encourager	Attentive Silence or a different minimal encourager	I seem to be repeating: “Ok,” “Yeah,” “Cool,” and “Nice” as my minimal encouragers.	I remember feeling like a ‘bobble head’ the first time I did a verbatim. It’s very eye opening!
1.52	Client	And I went on it three times and Angelica and, um, what’s that girl’s name, um?				
1.59	Counselor	Micaela?	Closed-ended question	Attentive Silence-give the client time to complete her thought. She was getting to the student’s name.	I get impatient sometimes in session and want to move the conversation forward.	I think I picked up on this during your in-class presentation, but I wondered if it was related to nerves. It can be challenging finding a balance of being client-led and keeping the session moving forward. It usually will come with practice and more familiarity with the client!
2.00	Client	No.				
2.00	Counselor	No?	Closed-ended question	Attentive silence-I am talking too much in session.	Clarifying her answer to my question was not necessary here. I don’t know why I did it. I think it might be just a nervous response.	
2.05	Client	Emily.				
2.06	Counselor	Oh, ok.	Minimal Encourager	Attentive silence-I am talking too much in counseling.	I worry that the client does not know that I am listening and interested.	
2.07	Client	Yeah, and Emily went on that one four times.				

2.08	Counselor	Nice. Alright, well if you have nothing to talk about new then we can look at some things from last time. So last time when we were together, we talked about some anger that you've been having in the cottage. Ok, and are you still thinking that's kind of what you'd like to work on is	Minimal Encourager and Summarizing.	Summarizing-we are finally getting into the focus of our session. "Last time we met, we talked about your anger in the cottage and at home."	The transition would have been smoother if we had not had the Carowinds conversation.	The transition would've looked different without the previous conversation, but I think you transitioned well here.
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		working on managing anger for, over the Summer.				
2.33	Client	Hmmm.mmm				
2.33	Counselor	I think that is a really good goal. That'll be real helpful for you to work on that because anger is a normal feeling that we all have, but we have to learn how to handle it the right way.	Self-disclosure of my approval	Paraphrasing-Talk about her goal. “Anger is a normal feeling that we all have, but we have to learn how to handle it.”	I was trying to be encouraging here.	
2.44	Client	And control it.				
2.45	Counselor	And control it, very right. If we don't control it, it's gonna control us, right? Okay. So, I wanted to talk to you a little bit at first about our thoughts and how they impact our actions, right?	Focusing counseling-I am leading her into the basic tenants of CBT.	I think this is ok.	I want to make sure I explain things clearly, and I overcommunicate.	
3.02	Client	Hmmm.mmm				
3.03	Counselor	So, we have a thought, and if it is a wrong thought about us or another person or about a situation that can lead us to take an action that's not good, right? So what I wanted you to do is pick a pen out of my trusty bag	Focusing counseling-I am leading her into the activity for today.	I think this is ok. I need to communicate with less words.	I want her to understand CBT well for her developmental level.	Yes, it can be helpful to reinforce this concept regularly as she learns to integrate this regularly.
3.22	Client	Haha.				
3.22	Counselor	Any color you like.		Attentive Silence-This phrase was not necessary	I was trying to lighten the transition into the heavy work of her exploring her thoughts during anger episodes.	
3.33	Counselor	Great. And on this piece of paper, I want you to write down some of the thoughts that you think when you're really mad.	Focusing counseling-I am giving her instructions about the activity.	I think this was ok. The instructions were clear, and it was not too wordy.		

3.49	Counselor	So what goes into your head before or during when you get mad at the cottage and you cuss or you slam doors or you threw the phone. Last time we talked about you throwing the phone, right? So any of those times that you get really angry, what is the thought in your head? So take a few minutes.	Focusing Counseling and Summarizing—I am explaining the activity and using some of the information that she had told me in the past session.	Attentive Silence-more instructions were not needed.	I wanted to make sure she understood what I was asking her to do.	I do think this could've been helpful as a clarifier if she had asked for an example or was uncertain.
4.09	Client	Okay.				
4.16	Client	Could it be like, like, anytime I get mad?				
4.18	Counselor	Yeah, anytime. Any thoughts that you can remember when you're really angry.	Focusing Counseling-I am answering her questions about the activity.	I think this was fine.	This helps me. She will ask me if she doesn't understand my instructions, so I do not need to overcommunicate.	I like that you picked up on this! It does show that she is at least willing to ask clarifying questions.
6.15	Counselor	Okay. Alright, Okay. So, let's start with number one. So, you said, "I wish you were dead." Can you tell me a time when you were angry that you thought that thought?	Open-ended question	Reflection of Meaning and then the open-ended question to gather more information. "That must have been frightening for you to have that thought."	I was so nervous to see these questions because they brought up fears of having to assess her for homicidal ideation.	I actually like your first wording – to leave it more open ended for her to describe. You could follow up with 'that must've been frightening' after she has shared more about the event.
6.35	Client	It was like whenever I was really angry at my grandma.				
6.37	Counselor	Okay.	Minimal Encourager	Attentive Silence	My eyes and body language showed that I was compassionate and engaged.	
	Client	And like, I just like, thought that, like, I wished she was dead.				
6.53	Counselor	Okay. And do you remember when this was? No? Was it before you came to live here?	Closed-ended question.	Open-ended question.	I needed more information so I could gauge whether or not she was homicidal.	Definitely a great time to use an open-ended question.

				“When do you remember last having this thought?”		
6:59	Client	Yeah.				
6:59	Counselor	Yeah	Minimal Encourager	Attentive Silence-I do not need to confirm her answer	I was anxious.	These kinds of conversations can be stressful but are so important to assess accurately. You are finding out the information you need to make sure she is safe.
6:59	Client	Yeah, it had to be.				
7:00	Counselor	Ok.	Minimal Encourager	Attentive Silence-This was not necessary.	I was anxious.	
7:06	Counselor	Ok. “I want to kill myself.” When did you think that when you were really angry?	Open-ended question.	Reflection of Feeling- “Anger can make us feel hopeless and think about harming ourselves.”	I was trying to assess whether she was currently having suicidal ideation.	I’d be mindful of using ‘us’ in these types of conversations. It can be helpful to normalize, and I’ve also had clients who pick up on ‘us’ and view it as self-disclosure. Maybe something like, “it seems like the anger made you feel hopeless”.
7:12	Client	Like, Um, my granddaddy was, like, mad and, like, he had, like, like, he was trying his best not to hurt me cause he was, like, really upset.				
7:29	Counselor	Hmmm.mmm	Minimal Encourager	Attentive Silence-I do not need to talk here. She is sharing something vulnerable.	The client was not apprehensive to share this story. She did not need my encouragement.	
7:29	Client	And, like, at the same time I was trying to tell him what my momma said and I was pinned up against the frigerator cause he was trying his hardest not to, like, punch me or slap me because sometimes he can’t control how hard he hits.				I’m curious about the follow-up with these sorts of disclosures. Is this information already known by social services or another welfare agency?
7:47	Counselor	Okay.	Minimal Encourager	Attentive Silence	I do not need to talk so much.	

7:47	Client	And he’s, like, really strong.				
7:47	Counselor	Okay.	Minimal Encourager	Paraphrasing—	I was processing what she was saying because her intake	

				“Your grandfather gets angry and doesn’t know his own strength when he gets physical with you.”	information did not hint at any form of abuse in her custodian’s care.	
7:48	Client	So he was trying his best not to hurt me. And, like, I was there and I was telling him and then, um, I was just like maybe if was dead I wouldn’t be in this situation right now.				
8:04	Counselor	Okay.	Minimal Encourager	Reflection of Feeling- “Being trapped by the fridge made you feel hopeless.”	I was processing her story, and I did not know what to say to her.	I like how you could use a feeling reflection here. It can be so hard in these moments when people are sharing things that are so vulnerable.

STEP 3: SKILLS COMPETENCY SCALE (SCS) SELF-ASSESSMENT

This is a summary of basic counseling skills. Please rate the following skills items from Not Present to Advanced accordingly as they have been demonstrated in the clip.

	Not Present	Minimal	Proficient	Advanced
Facilitation of Therapeutic Environment: Empathy and Caring			2	
Facilitation of Therapeutic Environment:			2	
	0	1	2	3
	Not present	Minimal	Proficient	Advanced

If a skill is not shown (NA or not observed), it should be marked as a zero.

Non-Judgmental Acceptance and Unconditional Positive Regard				
Facilitation of Therapeutic Environment: Respect and Compassion			2	
Nonverbal Skills: Eye Contact, Distance from Client, and Body Posture			2	
Nonverbal Skills: Rate of Speech, Pacing of Reflections, and Voice Tone		1		
Nonverbal Skills: Facial Expressions and Gestures			2	
Non-Verbal Skill: Attentive Silence		1		
Basic Skill: Minimal Encouragers			2	
Basic Skill: Reflection of Feelings	0			
Basic Skill: Paraphrasing		1		
Basic Skill: Summarizing	0			
Basic Skill: Open-ended Questions		1		

Basic Skill: Reflection Meaning	0			
Basic Skill: Challenging/Confrontation	0			
Basic Skill: Immediacy	0			
Basic Skill: Self-Disclosure	0			
Basic Skill: Focusing Counseling		1		
Basic Skill: Goal Setting	0			
Basic Skill: Closing the Session	0			

The following list provides descriptions for each of the skills mentioned above. Please use this for clarification, if needed.

Facilitation of Therapeutic Environment and Counseling Relationship

Empathy and Caring: Expresses accurate empathy and care, attunement, and a sense of safe presence and attention.

Non-Judgmental Acceptance and Unconditional Positive Regard: Expresses open acceptance of the client’s experience and worldview free of verbal or non-verbal judgment; accepts the client as they are in the moment; expresses acceptance and unbiased perspective even when disagreeing with the client’s thoughts, feelings or actions.

Respect and Compassion: Offers respect verbally and non-verbally to clients in culturally appropriate ways and expresses compassion for the client.

Nonverbal Skills

Eye Contact, Distance from Client, and Body Posture: Appropriately uses a direct gaze with occasional breaks, which may be intentional; presents open and relaxed posture; leaning in and back as appropriate; positions self at an appropriate distance from client.

Rate of Speech, Pacing of Reflection, and Voice Tone: Voice tone matches the client and session mood; effectively paces reflections in both the frequency of verbal statements and the rate of speech in which the reflection is delivered.

Facial Expressions and Gestures: Facial movements and expressions are congruent with the client and any verbal reflection provided; facial expressions and body gestures express interest and connection with client, and are appropriate matched for the content of the session.

Attentive silence: Offers effective presence while providing the client with time to reflect; used to communicate empathy and thinking.

Basic Skills

Minimal Encouragers: Effective use of verbal and non-verbal cues that encourage the client to keep going, such as “mmhmm,” “uh huh,” “hmm,” and avoids value-laden language like “wow,” “that’s great,” etc.

Reflection of Feelings: Emphasizing the client’s emotional experience, such as “you felt...” or “right now, you are feeling...”.

Paraphrasing: Engages in brief, accurate, and clear rephrasing of what the client has expressed.

Summarizing: A statement that generally reflects what the client has expressed overall, regarding a topic. Being able to pull together everything the client has said in a brief synopsis.

Open-ended questions: Appropriate, purposeful, and meaningful open-ended questions that encourage the client to continue processing. Avoids closed, leading, “why,” and double-barreled questions.

Reflection of Meaning: Highlighting a core belief or deeply held value of the client that promotes deeper reflection and significant connections for the client.

Challenging/Confrontation: Confront or give feedback regarding the discrepancy or incongruence in a client's story or expression.

Immediacy: Openly talking about something that is occurring in the present moment of the session. Referring to a dynamic, a non-verbal communication, a process, or a behavior etc. that is occurring in session.

Self-Disclosure: The counselor-in-training’s personal thoughts, feelings, and experiences are used appropriately and sparingly to help deepen the relationship.

Focusing Counseling: Directing attention or refocusing the client on therapeutic goals or purposes of an intervention and therapeutic process.

Goal Setting: Skills that narrow down the focus and identify a goal. Helps the client recognize unrealistic goals and provides attainable targets.

Closing the Session: Artfully wrapping up a session by referring to the time, summarizing the highlights of the session, asking what they want to work on before the next session, and offering take away points, etc.

STEP 4: SESSION & SKILLS REFLECTION

This section should be 1-2 pages in length. (Answer the questions in regular format – not bold format)

Question 1: What were some of the ‘in-session’ struggles/questions you experienced?

First, I struggled with getting the session started. It felt awkward to jump right into working on anger management, but the conversation about the Carowinds trip did not contribute to anything in the session, and having to transition quickly from talking about the trip to the session content was awkward. Second, as soon as I saw her thoughts about hurting herself and others, my internal alarm bells went off. I was so afraid that I would mishandle this, and that I would miss out on a risk factor! I was so afraid that I would not assess something properly, and she would hurt herself or someone else. This initial panic made it difficult for me to reflect feelings back to her or summarize. Also, the disclosure of verbal and possibly physical abuse at home surprised me because there was no hint of it in her intake information. This took me by surprise, so I did not use any of the opportunity to reflect feelings and meaning back to her. All I could say was, “Okay.”

Question 2: As you review the skills you demonstrated in this clip, what do you believe were some of your strengths? Include specific examples.

I think I was able to explain CBT in an age-appropriate way. She seemed to understand the connection between thoughts and actions. Also, the rapport between us is good. She comes into session engaged and ready to begin. She is willing to be vulnerable and share difficult stories, such as the one involving her grandfather threatening her with physical violence. Finally, I can communicate warmth and empathy with my facial expressions and body language.

Question 3: As you review the skills you demonstrated in this clip, using specific examples, what are your areas for growth? How do you plan to attend to these areas of growth?

I talk way too much in session! My sections compared to her sections of talking were eye-opening. I am going to need to work on listening more and talking less. I think good practice for me would be to try and speak less in my everyday conversations. Also, I overcommunicate or overexplain instructions. She asked me for clarification when she did not understand my instructions about writing down her thoughts during anger incidents. This shows that she will ask if she does not understand. I need to trust that and let her communicate what she needs from me.