

### **Assignment Protocol for CSP 512 Interview Project**

This is the culminating project for *CSP 512: Advanced Counseling and Mental Health Intervention*. The purpose of this assignment is for you to use what you have learned about Brief Solution Focused Therapy (SBFT) with a “live” person. In addition to using your interviewing skills, we also want you to practice the skills of reflection and self-analysis.

Reflective writing is both writing about what you have learned and writing to learn something. An excellent paper will combine good detail about your experiences (either in the world or in your head) but will also go beyond reporting to express a thoughtfulness about your experiences that communicates to the reader how you were changed by the experience or what you have learned.

The Interview Project actualizes two of the CSP program’s “Big Ideas.” The first is **self-reflection and tolerance for complexity and ambiguity**. In the Interview Project, you along with a team of your peers will listen to each other conducting counseling sessions. Your job will be to self-evaluate and deconstruct your actions to improve your ability to apply the principles of SBFT flexibly and skillfully. Secondly, the Interview Project helps you fulfill a second of the program’s “Big Ideas,” which is to **build solutions through an appreciation of strengths and resources**. As you have learned, SBFT encourages you to look at your clients as competent, no matter how difficult their circumstances may be. In the Interview Project, your successful application of the techniques and strategies of SBFT will depend on your ability to see your clients from this perspective.

In addition, the Interview Project builds competencies in the NASP standard of **Interventions and mental health services to develop social and life skills**

This assignment also meets CCTC - Standard 25 - **Individual Counseling**

#### Steps to completing the Interview Project

1. Find someone to interview. You may not interview family members or close friends. If your client is an adult, he or she should sign the informed consent provided in class. If the client is a minor, his or her parent must sign the consent.
2. Interview the person at least three times. The interview project requires that you interview video record at least three sessions with the same child, adolescent or parent. After each session, you will also ask your client to complete the "Session Rating Scale." In addition, after each session you will complete the "Modified Interview Skills Rating Form." After each session, you should watch the recording and reflect on your performance as an interviewer in that session. In addition, you will play and discuss your sessions with at least two other

- classmates outside of class (in a small group). After listening to a session, group members should complete the “Giving feedback after a Role Play or Recording” form found on the course Blackboard site. We will also ask some of you to play your recordings in class. We will discuss this further in class.
3. For each session: After receiving feedback from your peers, write a two to three-page reflective essay. Your essay should deconstruct the session and consolidate the feedback you received. Consider the following questions as you write your essay:
    - What did you think and feel when you read the SRS?
    - What did you think and feel when you listened to feedback from your peers.
    - What did you do well?
    - How do you know it was helpful to the client?
    - What should you consider doing differently in the next session?
    - How will you prepare yourself to make these changes?
    - If you did what you propose, what difference might it make?
  4. You will turn in at least one of your individual session reflections to get feedback from the instructors. The date for this will be discussed in class.
  5. After completing three sessions, write a summary essay. The summary essay will be five to seven pages long. It should describe how these sessions show what you have learned this semester, your development as a counselor, and what you perceive as your next steps. We expect you to summarize thoughtfully your development as a counselor, including your ability to manage the flow of the interview, elicit content, respond empathetically, and shift direction as needed. How did your comfort level change throughout the interview, the three interviews, and over the semester and year? What experiences were most helpful to you? Describe how they were helpful and what you learned about yourself as a counselor. Were you able to integrate or make use of your research in your interviews? What further training or experience could you seek to enhance your abilities?
  6. Organize all your materials, including the final draft of your summary essay, your session reflections, and your other materials into a portfolio using the following table of contents.

### **Sample Table of Contents**

1. Cover page
2. Table of Contents.
3. Introduction to client
4. Session 1.
  - Session Rating Scale
  - Interview Skills Rating Form.
  - Feedback forms from group meeting
  - Reflection on session.
5. Session 2.
  - Session Rating Scale
  - Interview Skills Rating Form.
  - Feedback forms from group meeting
  - Reflection on session
6. Session 3
  - Session Rating Scale
  - Interview Skills Rating Form
  - Feedback forms from group meeting
  - Reflection on session
7. Summary essay
8. Appendixes
  - Session notes
  - Consent form

## SC & SP Rubric for CSP 512: Interview Paper Rubric

Student Name: \_\_\_\_\_

Semester and Year: \_\_\_\_\_

Overall points and rubric score: \_\_\_\_\_

	Emergent - 1	Developing - 2	Proficient - 3	Artisan - 4	Score/Level
<b>For SC</b> CCTC - Standard 25 - Individual Counseling	Individual and summary reflective essays show little knowledge of theories of counseling, stages of the counseling relationship, and elements of effective counseling.	Individual and summary reflective essays show inconsistent knowledge of theories of counseling, stages of the counseling relationship, and elements of effective counseling.	Paper shows consistent and satisfactory knowledge of theories of counseling, stages of the counseling relationship, and elements of effective counseling.	Paper shows in-depth knowledge of theories of counseling, stages of counseling relationship, and elements of effective counseling.	
<b>For SP</b> NASP Domain 4: Interventions and Mental Health Services	Paper shows little knowledge of Interventions and Mental Health Services through an application of SFBT and CBT strategies.	Paper shows inconsistent knowledge of Interventions and Mental Health Services through an application of SFBT and CBT strategies.	Paper shows consistent and satisfactory knowledge of Interventions and Mental Health Services through an application of SFBT and CBT strategies.	Paper shows consistent and satisfactory knowledge of Interventions and Mental Health Services through an application of SFBT and CBT strategies.	
Program big idea: Self-reflection and tolerance for complexity and ambiguity	Individual and summary reflective essays shows little capacity for insight self-reflection and tolerance for complexity and ambiguity	Individual and summary reflective essays shows emerging capacity for self-reflection and tolerance for complexity and ambiguity	Paper shows consistent capacity for self-reflection and tolerance for complexity and ambiguity	Paper shows exceptional capacity for self-reflection and tolerance for complexity and ambiguity	
Program big ideas: Building solutions through strengths	Paper evidences little application of a focus on strengths in the counseling relationship	Paper shows emerging application of a focus on strengths in the counseling relationship	Paper shows consistent successful application of a focus on strengths in the counseling relationship	Paper evidences outstanding application of a focus on strengths in the counseling relationship	
Program big ideas: Written Communication	Uses language that sometimes impedes meaning because of errors in usage. Little evidence of the mastery of APA & academic writing	Uses language that conveys meaning to audience with clarity, although writing may include some errors. Some evidence of the mastery of APA & academic writing	Uses straightforward language that conveys meaning to audience. The language in the portfolio has few errors. Excellent overall grasp of APA & academic writing.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is error-free. Mastery level understanding of APA style academic writing.	