

## TRANSCRIPT ANALYSIS

Counseling students should transcribe a segment of an audio-taped session that is approximately 10 pages in length and follow the instructions below.

**Part I.** Counseling students should record, verbatim, each counselor statement and each client reaction for one session. (See below). Please remember that all counseling interactions are multicultural, so your interventions may address a multicultural concern regarding, race, gender, social class, religion, etc. The purpose of this exercise is to see the flow of the session. For example, pay attention to changes in topic, avoidance of feeling, etc. for both yourself and your client. An example follows:

Client Statement: Yeah, I've been really sad everyday for awhile now.

Counselor Reaction: You've been feeling sad?

**Part II.** Counseling students should analyze each client statement and counselor reaction and include the following:

- 1) Write the micro-skill used and why you used that skill;
- 2) Provide another counseling statement that would be effective and why; multicultural interventions are important so please consider how and when these would be important (note: even if your first statement was effective, generate an additional counseling statement – write the actual words);
- 3) Provide a description of client's transference feelings or your own counter-transference feelings, when noted in the session.

Counseling-skill used and purpose: Paraphrase in order to gather more information from the client about his presenting concerns.

Additional Counseling Statement and purpose (please write the actual words you would use): How long have you been feeling this way? Clarifying statement to elicit more specific information from the client.

Transference (unconscious reactions raised in the client by the counselor) and Countertransference Reactions (unconscious reactions raised in the counselor by the client):

The client's sadness was triggering my own conflicts with sadness about losing people OR the client had a very sad reaction to me that seemed like her feelings towards her mother OR I got stuck.

**Part III:** Counseling students should write one paragraph describing strengths and weaknesses of the session. Be sure to include what you think was effective and where you need to expand your skills. This analysis is important since it helps me understand your level of awareness about your counseling style.

**TRANSCRIPT ANALYSIS**

Name \_\_\_\_\_

Date \_\_\_\_\_

Performance Criteria	Attribute	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p><b>Personal Awareness</b></p> <p>Student is able to identify their own feelings, thoughts, attitudes, and behaviors regarding session</p>	Breadth	Student rarely demonstrates an awareness of how their personal reactions impact session	Student demonstrates some awareness of how his/her personal reactions impact session	Student provides a clear description of counter-transferential feelings, which demonstrates a general awareness of how his/her personal reactions impact the session.	Student provides a clear and rich description of his/her counter-transferential feelings, which demonstrates strong insight into how his/her personal reactions impact the session.
<p><b>Client Awareness</b></p> <p>Student is able to identify the client's thoughts, feelings, attitudes and behaviors</p>	Breadth	Student rarely demonstrates an awareness of the clients reactions	Student demonstrates some awareness of clients reactions	Student provides a clear description of clients' thoughts, feelings, and behaviors, which demonstrates a general awareness of client's personal reactions to the session.	Student provides a clear and rich description of client's thoughts, feelings, and behaviors, which demonstrates strong insight into the client's reactions to the session.
<p><b>Counseling Microskills</b></p> <p>Student is able to accurately Label microskills used and explain rationale for use</p>	Accuracy	Student does not accurately labels and explains rationale for using microskills	Student sometimes accurately labels, and explains rationale for using microskills.	Student accurately labels most to all microskills and provides a logical rationale for using microskills	Student accurately labels all microskills and provides a logical, evidence-based rationale for using microskills

Performance Criteria	Attribute	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<b>Alternative Interventions</b> Student is able to generate effective alternative interventions	Improvement	Alternative response is not Improved from the original response	Alternative response is slightly improved from original response	Alternative response is adequately improved from original response	Alternative response is strongly improved from original response
<b>Summary of Strengths and Limitations</b> Student is able to identify the strengths and limitations of the session (i.e., skills used/not used, Impact of self in session)	Depth	Students summary is primarily inaccurate	Students summary is somewhat accurate	Student clearly summarizes the strengths and limitations and includes relevant examples.	Student clearly and richly summarizes the strengths and limitations and includes compelling and relevant examples.
<b>Multicultural Competency</b> Student is able to examine their multicultural awareness, knowledge, and skills	Breadth	Student is rarely able to examine their multicultural awareness, knowledge, and skills	Student demonstrates some ability to examine their multicultural awareness, knowledge, and skills	Student provides a clear description of multicultural issues, which demonstrates an understanding of multicultural awareness, knowledge, and skills.	Student provides a clear and rich description of multicultural issues, which demonstrates deep multicultural awareness, knowledge, and skills.

Student Comments:
Professor Comments: