

Tape Transcript Guidelines – School Counseling

GUIDELINES FOR TAPESCRIPT SELECTION	
STUDENT INFORMATION	
Student Name:	
Banner ID:	
Tape Analysis/Transcript #:	
PRACTICUM/INTERNSHIP SITE INFORMATION	
Agency/Organization Name:	
Site Supervisor Name:	
University Supervisor Name:	
SELF-EVALUATION	
1) Tapescripts should be 20 consecutive minutes of counselor-client interaction. Choose a section that includes a minimum of 10 counselor responses. Responses such as yes, hmm, I see, etc. do not count as a counselor response; a counted counselor response needs to be more substantial. The transcribed section of tape, including the 10 counselor (and client) responses, must be verbatim and consecutive in time sequence.	
2) Follow the criteria for evaluation of counselor response, including: <ol style="list-style-type: none"> a) What was the intent of your (student counselor's) response? b) What happened following your response? c) What could have been an alternative response? (Usually response identifies client's feelings, thoughts, and/or behaviors.) 	
3) At the top of the tapescript, include the initials of the client, age, date, session number, theoretical model, and techniques employed. Start with the client's statement and then follow with your (student counselor's) response, which you evaluate with the following 3 questions. As you listen to your tapes, it may help you to record the counter number of the sections you wish to transcribe. This will assist you in quickly locating the section when you transcribe. Do not forget that you do not have to follow the exact 2-column format as below. You can list client response, then counselor response, then answer the three evaluation questions, and then proceed with the next client response down the paper. Be sure to start with the client response first and then your counselor response second.	
Verbatim Dialogue	Evaluation Criteria Must Include For Each Response!
	1) What was your intent? 2) What happened? 3) Alternative response.
CL: I've been having a little trouble with my new job. I'm not getting along well with the people there. CO: You're feeling some concern about that.	1) To show that I care. 2) Good reflection of feeling, client continued on the issue of concern. 3) You're upset you're not getting along with your co-workers.
CL: Yes. It does concern me. I was hoping to make some friends, but the two girls in my office don't get along and I'm caught in the middle. CO: Are there people at work with whom you do get along?	1) To gather information about setting, looking for positives. 2) Could have been stated better, led client off concern. 3) You generally get along well with people, but now you feel alone and trapped.
CL: Yes, there are some other people at work I get along really well with. CO: You feel good about these.	1) To reflect positively about client's ability to have relationships with co-workers. 2) Client acknowledged relationships; Restated problem. 3) You're proud of your ability to make friends.