

Self- Assessment

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Self- Assessment2

Working on the role plays **has** been such an amazing experience because of the progress that I have made. I remember the first role play with **my partner was** very nerve wracking **due to the fact that** I had never worked with **my partner** before. To calm the nerves, my partner and I actually got to know each other before filming which was helpful. However, I was still very nervous which caused me to speak fast without fully analyzing the situation. **Even with my doubts, I managed to do well for my first role play.** For the next role play, I worked with a talkative student. I felt I was struggling with paraphrasing and summarizing **which caused** missed opportunities to incorporate that **during** the session. For the third role play, I did feel a little confident which encouraged me to do an ecomap with my counselee. It was the first time I did an ecomap as a school counselor, so I do definitely think there is room for improvement because I **may have** done the map wrong. I was a little nervous about using the ecomap because of our limited timing. As I reflect on my weaknesses, I realize that I may be too hard on myself which I feel is something to work on as I move forward in the counseling program. I know it is important to recognize weakness in order to improve, but I also believe it is just as important to celebrate ones' improvements.

As a student moving forward in the counseling program, I believe there is definitely room **for improvement.** However, I do believe my attending skills were great in each role play as a result made it fairly easy to ask the client questions. When I asked questions, I really wanted to focus on what my client was feeling and thinking. Also, I like that I asked about my client's family background in order to have a better understanding **of her** family values. My behavior made it comforting for my client to open up to me especially since she is having a hard time advocating for herself. **Even though** I was struggling with paraphrasing due to my **client's very** descriptive narrative, I still felt like I did a respectable job getting her to think about other

Self- Assessment3

options also, **she was able** to articulate her feelings. Due to high results in the previous role plays, I felt confident stepping out of my **comfort zone and incorporating** the ecomap. Using the ecomaps was **a fun tool** to use during the session. I believe I was able to stay on topic and create an encouraging conversation. Throughout the role plays, I noticed I have obtained a strength-based approach which is an important element that helps make students feel valued.

My counseling style over the course of the semester has definitely changed. I know that now I do take into account the client's race, ethnicity, age, religion, gender, and family values. These characteristics are all keys that may be used to build rapport and to get a better understanding of the client. Also, my own biases, **beliefs**, and values when gone without being **identified** can cause harm to the counselee. For example, I remember my first role plays was about a student whose parents did not support her decision in pursuing a college degree and her family wanted her to get a job immediately after high school." In the transcript I said, "I also know some scholarship you can apply to." I need to recognize my role as a school counselor and **refrain** from giving my client hope because we still needed to have a conversation with her parents. I believe when I said this, it was an example of my **biased** opinion about "every student should go to college". But without talking to parents I cannot make that assumption that everyone will be on the same page. In the second role play, I took into account the client's race, ethnicity, age, family background and was able to assist the client effectively without forcing my views onto the counselee. When the client went to therapy because she is requesting to drop out of high school. She **claims** her parents rely on her to take care of her siblings as a result it is difficult for her to balance both school and being a caretaker. I took the opportunity to ask about my client's background to have a better understanding as to why her parents **rely** on her and if there is any support from other family members. I believe my counseling style now is a client centered and

Self- Assessment4

strength-based approach which allows the student to explore their feelings, thoughts and feel praised for getting help.

I am very excited to move forward in the school counseling program. As I reflect back on my role plays, I am so proud of the progress that I have made which has encouraged me to learn more about the field. It has certainly been an adjustment being in the graduate's program since it is primarily online. However, as the semester is coming to an end, I do see an improvement in maneuvering through the asynchronous work. I do look forward to becoming familiar with the video chat just in case I need to set a meeting with a classmate.. I believe I am ready to move forward on the journey to becoming a school counselor. I am positive that this degree will empower me to assist students who have behavioral issues that prevent their educational growth. I will make it my mission to learn effective ways to guide children, their parents, and teachers in order for students to have an equitable education.

I hope to continue my learning by reflecting on current best practices, analyzing critical data, reading updated literature, learning from the field work I conduct and the training that I receive as a student in this program. For example, reading books and articles about this field, I can see myself doing because I really enjoyed reading the assigned reading for this class. I thought the book was very informative and gave great examples which were able to support me during each role play. Books are a great resource, but I also believe hands-on experience is key. Becoming introduced to practicum would be where I would be able to develop therapeutic skills and see what is working effectively with the help of the school counselor and supervisors.