



COUN 5283 – Micro Skills

Gordon T. & Ellen West College of Education

Fall 2026-Aug. 24-Dec. 4, 2026

Instructor/Contact Information:

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Office: Virtual Only (to be determined by student need)

Office Hours: ***Virtual Only (to be determined by student need)***

Mandatory Zoom session every Tuesday 6-7pm CST.

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please ask your questions before the weekend.

***The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

COURSE DESCRIPTION

Competency-based course with experience emphasis. The student is required to demonstrate proficiency in counseling concepts and techniques before proceeding to COUN 5293. May require to repeat as needed.

Prerequisites:

Must have completed 24 hours, including COUN 5203, COUN 5243, COUN 5263, COUN 5273, COUN 5303, COUN 5363, and COUN 6013.

COURSE RATIONALE

Each student will integrate and apply the knowledge and techniques learned from previous counseling coursework to identify one's guiding theory of counseling and begin applying it in the process of counseling a peer, thereby ensuring both competence and facilitating maximal performance in Practicum.

REQUIRED TEXTBOOK

Erford, B. T. (2020). *45 techniques every counselor should know*. Hoboken: Pearson Education.

Ivey, A., Ivey, M., & Zalaquett, C. (2023). *Intentional Interviewing and counseling* (10th ed.). Boston, MA: Cengage.

ADDITIONAL ARTICLES

Chen, M.-W., & Giblin, N. J. (2008). Helpful hints for beginning counselors. *Counseling and Human*

Development, 40(7), 1–7.

Miller, M. J. (1997). Counselor intentionality: Implications for the training of beginning counselors.

Counseling and Values, 41(3), 194–203.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

Section 3: A.3 counselors' roles, responsibilities, and relationships as members of specialized

practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management

Section 3: A.10 ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas KPI

Section 3: A.11 self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
KPI

Section 3: C.12 the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan

Section 3: E.1 theories and models of counseling, including relevance to clients from diverse cultural backgrounds

Section 3: E.4 consultation models and strategies

Section 3: E.5 application of technology related to counseling

Section 3: E.6 ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities

Section 3: E.7 culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities ***

Section 3: E.8 counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships

Section 3: E.9 interviewing, attending, and listening skills in the counseling process KPI

Section 3: E.10 counseling strategies and techniques used to facilitate the client change process

Section 3: E.11 strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences

Section 3: E.13 developmentally relevant and culturally sustaining counseling treatment or intervention plans

Section 3: E.15 evidence-based counseling strategies and techniques for prevention and intervention

Section 3: E.17 principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community

resources

Section 3: E. 21 processes for developing a personal model of counseling grounded in theory and research

Section 5: C.4 intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Section 5: C.5 techniques and interventions for prevention and treatment of a broad range of mental health issues

Section 5: C.8 strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

Learning Objectives

1. Students will demonstrate essential interviewing, counseling, and case conceptualization skills through role play.
2. Students will demonstrate use of their chosen theory and techniques through counseling role play.
3. Students will demonstrate ethical decision making and multicultural competence through in- class discussion, activities and role-play.
4. Students will demonstrate an understanding of risk assessment, child protection reporting and emergency management through in-class role play and discussion.
5. Students will learn strategies for personal and professional self-evaluation and implications for practice.

COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette:

It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the

American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Inclusivity:

It is my intent to present material and activities that are respectful. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusivity in this course are encouraged and appreciated.

Confidentiality:

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty:

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Statement of Disability:

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes. If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support

Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance:

You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it. ***Additionally, students are required to attend mandatory Zoom sessions on Mondays from 1pm-2pm.**

Late Work:

All papers and assignments must be turned in the day they are due. ***No exceptions.** If you have an emergency, please let me know as soon as possible. Any late papers will be lowered ***10%** per day. **Late papers are not accepted after 1 week.** Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly

SEMESTER COURSE OUTLINE

Week	Class Topics	Assignments/Reading
Week 1 Aug. 24, 2026- Aug. 30, 2026 CACREP Section 3: A. 3, 10,11	• Class Introductions • Review your Syllabus • Class instructions on the discussion board. • Intentional Interviewing/Ethics/Multicultural Competence	• Read Ivey: Ch. 1 & 2 • Read Erford Section One and Two pages 1-60. • Discussion Board Post and reply by Sunday at 11:59 PM.
Week 2 Aug. 31, 2026- Sept. 6, 2026 CACREP 3. E.9	• Listening/Attending/Empathy/Observation Skills • How to give peers feedback (feedback training). • Erford Section Three • Work on assignments.	• Read Ivey Ch. 3 & 4 • Read Erford Section Three • Discussion Board Post, and reply
Week 3 Sept. 7, 2026- Sept. 13, 2026 LABOR DAY 9/7/26 CACREP 3.E.11,13,15,17,21	NO CLASS	NO CLASS
Week 4 Sept. 14, 2026-Sept. 20, 2026 CACREP 5. C.5, 8	• Encouraging/Paraphrasing/ Summarizing / Start Reflection of Feeling • Erford Section 5	• Ready Ivey Ch. 6 & 7 • Read Erford 5 • Discussion Board Post
Week 5 Sept. 21, 2026-Sept. 27, 2026 CACREP 3. E.8	• Observation and Reflection Feelings: Empathetic Understanding • Erford section 6 • Work on assignments • (link in Week 5 content tab)	• Read/Review Ivey Ch. 7 • Read Erford 6 •
Week 6 Sept. 28, 2026- Oct. 4, 2026 CACREP 3. A.3, 10,11, C. 12, E.1 KPI	• Questions: Opening Communication Erford Section 4	• Read Ivey Ch. 5 • Read Erford Section 4 Discussion Board Post

Week 7 Oct. 5, 2026- Oct. 11, 2026 CACREP 3.E.1,4, 5,6,7	• The Five Stage Interview: Integrating Skills for Creative Change • Erford Section Seven and Eight pages 181-214.	• Ready Ivey Ch. 8 • Read Section Seven and Eight pages 181-214. • Discussion Board Post
Week 8 Oct. 12, 2026- Oct. 18, 2026 CACREP 5: C.4,5,8	• Focusing the Counseling Session • Erford Section 9 Reflection of Meaning	• Read Ivey Ch. 9 • Read Erford Section 9 • Group Session • Discussion Board Post
Week 9 Oct. 19, 2026- Oct. 25, 2026 CACREP 3. A.3, 10,11, C. 12, E.1	• Reflection of Meaning/Reframing/Action Skills	• Read Ivey Ch. 11 & 12 • Erford Section 11 Discussion Board Post

Week 10 Oct. 26, 2026- Nov.1, 2026 CACREP 5. C.5, 8	Articles to Read/Discussion Post Counselor Intentionality Helpful Hints for Beginning Counselors (Located in week 10. Content tab)	• Read Ivey Ch. 13 & 14 • Discussion Board Post
Week 11 Nov. 2,2026 –Nov. 8, 2026 CACREP 3. A.3, 10,11, C. 12, E.1	• Group Session • Session Video and Skills Evaluation Form due	• Video and Skills Evaluation Form due d21 & tk20. • No Discussion this week.
Week 12 Nov. 9, 2026 –Nov. 15, 2026 CACREP 3.C. 9, 3.E.10 KPI	• Strategies for Client Responses • Strategies for Broaching the Subjects of Race, Ethnicity, and Culture - Day-Vines - 2021 - Journal of Counseling & Development - Wiley Online Library Cultural humility: Measuring openness to culturally diverse clients. (articles are located on Week 12 content tab)	• Ready Ivey Appendix I-IV • Group Session: Skills/Technique Practice • Discussion Board Post • Recorded Session Transcript Due

Week 13 Nov. 16, 2026 –Nov. 22, 2026 CACREP 3.C. 9, 3.E.10 KPI	- Integrating Skills and Theory for Effective Practice - Theoretical Interventions	Post Conferences No Discussion
Week 14 Nov. 23, 2026 – Nov. 29, 2026 Thanksgiving Break November 25th	NO CLASS	NO CLASS
Week 15 Nov. 30, 2026 - Dec. 4, 2026 CACREP 3.C. 9, 3.E.10 KPI LAST WEEK OF CLASS		Post Conferences Discussion Board Post

EVALUATION AND ASSIGNMENTS

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Mandatory Class Attendance/Discussion Post: (130 pts). Weekly attendance for this class is mandatory, no exceptions. This class works on the verbal and non-verbal skills that you will use with your clients. In the event of an emergency, you must contact your instructor prior to class to make arrangements. *Individual circumstances will be assessed by the instructor to determine if the event is an emergency.*

Counseling Session Video and Skills Evaluation Form: (40 pts.) Students please review the counseling session packet provided in the course shell. Students will record themselves via zoom doing a **20-minute** counseling session with a peer from class. *Students must conduct the session using the counseling microskills learned in class.* Students must fill out and sign the clinical video or observation consent form for themselves. Both the video and form must be uploaded in the d2l dropbox. *Please provide a google drive link to your video in the dropbox. Ensure that anyone with the link can have access to the video for grading.*
Only the form is uploaded to tk20 in addition to d2l.

Scoring for Recorded Video evaluation

Score	Level	Recommendation
36–40	Exemplary	Exceeds expectations
32–35	Proficient	Ready to move forward to Practicum
28–31	Developing	Needs additional practice/feedback
27 or below	Not Proficient	Requires remediation/reassessment
Proficient = 32/40 AND no critical competency rated below "Developing"		

Recorded Transcript Assignment: (24 pts) Students will transcribe 7-10 minutes of their counseling video and follow the form provided in the course shell. Students will correct their transcript to show the use of higher order microskills and techniques.

Assignment Breakdown

Assignment	Points
1. Mandatory Class Attendance/Discussion Post	130
2. Session Video and Skills Evaluation Form TK 20 and D2L	40
3. Recorded Session Transcript D2L	30
Total Points	

Grade Classifications:

- A = 124-139
- B = 110-124
- C = 92-110
- D = 80-92
- F = 79-Below

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on review and retention refer to the handbook.

Classroom Behaviors:

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics:

For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice:

Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. ***Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property:

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement:

MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.

- Community – Cultivate a welcoming and belonging campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

***Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

Desire-to-Learn (D2L):

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements:

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If

you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule:

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy:

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy:

College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy:

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process:

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Active Shooter:

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: "*Run. Hide. Fight.*"

Title IX

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [online title IX reporting](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [title IX website](#)

*Notice Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016).

2016 CACREP Standards. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.).

National Center for Biotechnology Information. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/>

Appendix A Recorded Video Evaluation Form (Rubric) located in D2I shell

Appendix B Recorded Session Transcript Grading Rubric (Possible 30 pts.)

Criteria	1 – Improvement Needed	2 – Developing	3 – Proficient	4 – Accomplished	Pts
Transcript Completion & Accuracy	Student provided an incomplete transcript.	Student provided a transcript with major errors or omissions.	Student provided a transcript with minor errors or omissions.	Student provided a complete and accurate transcript with no significant errors.	/5
Counselor Response, Client Dialogue & Skill Identification	Student included only one of the three required components: counselor response, client dialogue, or skill identification.	Student included two of the three required components.	Student included all three required components with minor errors.	Student consistently and accurately included counselor response, client dialogue, and skill identification.	/5

Criteria	1 – Improvement Needed	2 – Developing	3 – Proficient	4 – Accomplished	Pts
Insight Into Skill Identification	Student demonstrated limited ability to accurately identify counseling skills.	Student identified counseling skills with several errors.	Student accurately identified most counseling skills with minor errors.	Student consistently and accurately identified counseling skills throughout the transcript.	/5
Identification of Skill Corrections	Student did not identify needed skill corrections or alternative responses.	Student identified a minimal number of needed skill corrections or alternatives.	Student identified most needed skill corrections and appropriate alternative responses.	Student demonstrated strong insight by accurately identifying needed skill corrections and appropriate alternative responses throughout the transcript.	/5
Theory & Technique Identification	Student did not accurately identify the theory or technique utilized.	Student accurately identified either the theory or technique, but not both.	Student identified both the theory and technique with minor inaccuracies.	Student accurately identified both the counseling theory and technique utilized.	/5
Use of Required Template/Example	Student did not follow the required template or example.	Student followed the template with major errors or omissions.	Student followed the template with minor errors or inconsistencies.	Student consistently followed the required template and example throughout the assignment.	/5
TOTAL					/30

I have abided by the Midwestern State University Code of Academic Integrity on the above assignment

