



COUN 5363 Multicultural Counseling
Midwestern State University
Gordon T. & Ellen West College of Education
Advanced Counseling Skills and Techniques
COUN 5283

Instructor/Contact Information:

Name: R. Patrice Dunn, Ph.D., LPC-S

E-mail: patrice.dunn@msutexas.edu

Office Phone: 972-410-0142

Office: Room 113 (Flower Mound)

Office Hours: **Mondays** 11:00 pm – 1:00 pm; **Tuesdays** 11:00-1:00 pm, and
Wednesdays 3:00 pm-4:00 pm (by appointment)

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 I will respond within 12-24 hours. I will not be available on the holidays and typically will not respond on the weekend. As a professional, I seek work-life balance and encourage you to do the same. Please plan to 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.

COVID-19: Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have

questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

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 repeating 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.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

Section 2: 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

Section 2: 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling KPI

Section 2: 1.j. technology's impact on the counseling profession

Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI

Section 2: 3.h. a general framework for understanding differing abilities and strategies for differentiated interventions KPI

Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Section 2: 5.a. theories and models of counseling KPI

Section 2: 5.c. theories, models, and strategies for understanding and practicing consultation

Section 2: 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

Section 2: 5.e. the impact of technology on the counseling process

Section 2: 5.f. counselor characteristics and behaviors that influence the counseling process
Section 2: 5.g. essential interviewing, counseling, and case conceptualization skills KPI
Section 2: 5.h. developmentally relevant counseling treatment or intervention plans

Section 2: 5.j. evidence-based counseling strategies and techniques for prevention and intervention KPI

Section 2: 5.k. strategies to promote client understanding of and access to a variety of community-based resources

Section 2: 5.l. suicide prevention models and strategies

2: 5.n. processes for aiding students in developing a personal model of counseling

Section 2: 7.b. methods of effectively preparing for and conducting initial assessment meetings

Section 2: 7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

Section 2: 7.d. procedures for identifying trauma and abuse and for reporting abuse
Section 5C: 1.b. theories and models related to clinical mental health counseling KPI
Section 5C: 2.f. impact of crisis and trauma on individuals with mental health diagnoses

Section 5C: 2.l. legal and ethical considerations specific to clinical mental health counseling

Section 5C: 3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Section 5C: 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues KPI

Section 5C: 3.e. strategies to advocate for persons with mental health issues

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's (2014) *Code of Ethics*, and treat all members of the class with respect.

Inclusivity:

I intend 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 with 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 diversity and 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 ensure 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 has 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 licensed or certified professional 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.

Mandatory Class Attendance: (30 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.* Points will be deducted from your grade if prior arrangements are not made. A make-up assignment is required if you miss a class for emergency purposes. You will be required to film yourself via Zoom or other means and send it via email to your faculty. The video should consist of the following discussion:

1. Discuss **each skill** that was discussed in the missed class period. You should talk about (1) when you would use it with the client (2) the purpose of the skill (3) and give 3 examples of each skill and what it would sound like in a session with a client. For example: A reflection of feeling may sound like- "I can see how frustrated you are about...."

Late Work: All papers and assignments must be turned in on the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. 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

| Class Dates | Class Topics | Assignments/Reading |
|-------------------------|--|---|
| <p>Week of 1</p> | <ul style="list-style-type: none">● Class Introductions● Review your Syllabus● Class instructions on the discussion board.● Intentional Interviewing/Ethics/Multicultural Competence● Section One and Two pages 1-60.● Mandatory Zoom Meetings Mondays from 530-630 PM CST. <p>Please come to Zoom Class prepared to discuss readings and questions about the syllabus/Assignments</p> | <ul style="list-style-type: none">● 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. |

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| <p>Week 2 Jan. 22-28, 2024</p> | <ul style="list-style-type: none"> ● Listening/Attending/Empathy/Observation Skills ● How to give peers feedback (feedback training). ● Erford Section Three ● Mandatory Zoom ● Work on assignments. | <ul style="list-style-type: none"> ● Read Ivey Ch. 3 & 4 ● Read Erford Section Three ● Do Discussion Board Post, and reply ● Mandatory Group/Work in Triads/Feedback Training ● Work on assignments. |
| <p>Week 3 Jan. 29-Feb. 4th</p> | <ul style="list-style-type: none"> ● Questions in Counseling ● Erford Section 4 ● Work on Assignments <p style="text-align: center;">VIDEO #1 Due</p> | <ul style="list-style-type: none"> ● Read Ivey Ch. 5 ● Read Erford Section 4 ● Discussion Board (mini-video) Post video by Wednesday 11:59 and Reply to 1 Peer (pick one that hasn't received feedback) by Sunday. Filming of 5-8 minute counseling skills session (listening/attending/empathy/observation). |
| <p>Week 4 Feb. 5th-11th</p> | <ul style="list-style-type: none"> ● Encouraging/Paraphrasing/Summarizing. / Start Reflection of Feeling ● Erford Section 5 ● Word on Assignments | <ul style="list-style-type: none"> ● Ready Ivey Ch. 6 & 7 ● Read Erford 5 ● Discussion Board Post, and Reply by Sunday ● Group Meeting |
| <p>Week 5 Feb. 12th-18th</p> | <ul style="list-style-type: none"> ● Observation and Reflection Feelings: Empathetic Understanding ● Erford section 6 ● Work on assignments <p style="text-align: center;">VIDEO #2 DUE</p> | <ul style="list-style-type: none"> ● Read/Review Ivey Ch. 7 ● Read Erford 6 ● Do Discussion Board: Mini Video; Video submission due Friday; feedback due Sunday ● Group: Skills Practice ● Work on assignments. |

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| <p>Week 6 Feb. 19th-25th</p> <p>KPI: 2.5a, 2.5g, 2.5j, and 5C.1b.</p> | <ul style="list-style-type: none"> ● The Five Stage Interview: Integrating Skills for Creative Change ● Erford Section Seven and Eight pages 181-214. <p style="text-align: center;">Turn in Theories and Techniques Paper Appendix C to Tk20 and D2L</p> | <ul style="list-style-type: none"> ● Ready Ivey Ch. 8 ● Read Section Seven and Eight pages 181-214. ● Group Meeting ● Do Discussion Board Post, and reply ● Turn in Theories and Techniques Paper Appendix C to Tk20 and D2L |
| <p>Week 7 Feb. 26th-Mar. 3rd</p> | <ul style="list-style-type: none"> ● Focusing the Counseling Session ● Erford Section 9 <p style="text-align: center;">VIDEO #3 due</p> | <ul style="list-style-type: none"> ● Read Ivey Ch. 9 ● Read Erford Section 9 ● Group Session ● Film 5-8 minutes triad video ● Discussion Board (mini-video) Post by Friday 11:59, Reply with feedback by Sunday. |
| <p>Week 8 March 4th-10th</p> | <ul style="list-style-type: none"> ● Empathetic and Supportive confrontation <ul style="list-style-type: none"> ● Section 10 | <ul style="list-style-type: none"> ● Read Ivey Ch. 10 ● Read Section 10 ● Do Discussion Board Post, and reply ● Group Session |

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| <p>Week 9 March 11th-17th</p> | <ul style="list-style-type: none"> ● Reflection of Meaning/Reframing/Action Skills | <ul style="list-style-type: none"> ● Read Ivey Ch. 11 & 12 ● Erford Section 11 ● Discussion Board Post, and reply Group Session |
| <p>Week 10 March 18th-24th</p> | <ul style="list-style-type: none"> ● Integrating Skills and Theory for Effective Practice <p style="text-align: center;">VIDEO #4 due</p> | <ul style="list-style-type: none"> ● Read Ivey Ch. 13 & 14 ● Group Session ● Recording of Mini Video ● Discussion Board (10-minute mini-video) post by Friday 11:59 PM. Feedback replies due Sunday. |
| <p>Week 11 March 25th-31st</p> | <ul style="list-style-type: none"> ● Strategies for Client Responses | <ul style="list-style-type: none"> ● Ready Ivey Appendix I-IV ● Group Session: Skills/Technique Practice |
| <p>Week 12 April 1st-7th</p> | <ul style="list-style-type: none"> ● Group Session ● Session Video and Skills Evaluation Form Appendix <p style="text-align: center;">20-minute video due and evaluation</p> | <ul style="list-style-type: none"> ● Group Session ● Session Video and Skills Evaluation Form d2l & tk20 (once feedback received from instructor). ● Do Discussion Board Post, and reply |
| <p>Week 13 April 8th-14th</p> <p>KPI: 2.1k, 2.3h, 2.5a, 2.5g, 2.5j, 5C.1b, and 5C.3b.</p> | <p style="text-align: center;">Recorded Session Transcript Due in D2L</p> | <ul style="list-style-type: none"> ● Discussion Board Post and reply due ● Recorded Session Transcript Due in D2L |
| <p>Week 14 April 15th-21st</p> <p>2.1k, 2.5c, 2.5f, 2.5n, 5C.1b, and 5C.3b</p> | <ul style="list-style-type: none"> ● Reflection Paper and Evaluation Appendix F turn in to TK 20 and D2L | <ul style="list-style-type: none"> ● Group Meeting ● Do Discussion Board Post, and reply ● Reflection Paper and Evaluation Appendix F turn in to TK 20 and D2L |

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| <p>Week 15 April 22nd-28th</p> <p>KPI: 2.1k, 2.3h, 2.5a, 2.5g, 2.5j, 5C.1b, and 5C.3b. 2.1c, 2.1i, 2.1j, 2.1k, 2.3h, 2.3i, 2.5a, 2.5c, 2.5d, 2.5f, 2.5g, 2.5h, 2.5j, 2.5k, 2.5n, 2.7b, 2.7c, 2.7d, 5C.1b, 5C.2f, 5C.2l, 5C.3a, and 5C.3b.</p> | | <p>One-on-one interviews</p> |
| <p>Week 16 April 29th-May 3rd</p> <p>2.1k, 2.5c, 2.5f, 2.5n, 5C.1b, and 5C.3b.</p> | <ul style="list-style-type: none"> ● Skills/Techniques Wrap Up | <ul style="list-style-type: none"> ● Group Meeting ● Discussion Board Post and Response due THURSDAY because of the end of semester. |

EVALUATION AND ASSIGNMENTS

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

Online Assignments and Comments: (20 pts.) Students are required to answer questions or complete assignments (video upload) regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. **The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week except for the last week.** Follow directions to get full points each week. Late work will not be accepted (See Appendix A). 2.1c, 2.1i, 2.1j, 2.1k, 2.3h, 2.3i, 2.5a, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 2.5h, 2.5j, 2.5k, 2.5l, 2.5n, 2.7b, 2.7c, 2.7d, 5C.1b, 5C.2f, 5C.2l, 5C.3a, 5C.3b, and 5C.3e.

Theories and Techniques Paper: (16 pts.) Students will write demonstrate the knowledge gained from the textbook, other textbooks, and academic articles throughout the course. Students must use the foundational theory they will utilize during their recorded mock counseling session. Students must appropriately describe the role of the counselor, the importance of self-awareness, and how to manage themselves within the counseling role. Students must also demonstrate knowledge of how to appropriately observe and assess the client and how to appropriate choose empirical evidence-based techniques. Students must understand the stages of the counseling process based on their theory of choice. Students must demonstrate an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals. *Papers must be in APA style and include a minimum of 5 peer-reviewed references.* **This assignment will be uploaded to Tk20 and D2L (See Appendix C) KPI: 2.5a, 2.5g, 2.5j, and 5C.1b.**

Session Video and Skills Evaluation Form: (20 pts.) Students, please review the counseling session outline. Students will record themselves via Zoom doing a **20-minute** counseling session with a peer from class. Students must fill out and sign the clinical video or observation consent form for themselves and their mock client. This is to get into the habit of doing it for practicum and internship semesters. This form is located within D2L within the Advanced Counseling Templates and Guides section. Students must fill out the skills evaluation form themselves. This is a packet and needs to be turned in as a packet. Please fill out digitally aside from the signature. For this semester, you do not need a site supervisor to sign as you do not have one. Students will address informed consent before beginning the session. The student and mock client must maintain professionalism throughout the session.

The content of the session is fictional and needs to be agreed upon before recording the session. Being students, neither one of you is qualified to give actual counseling assistance, so try to avoid topics such as abuse, trauma, etc. **Students will turn in their clinical video or observation consent form, and their skills evaluation packet with their parts filled out and their signature to D2L and Tk20.** Again, students must make sure that there is a beginning with mentioning informed consent, actual theory and technique usage during the session, and usage of open-ended questions (not just closed-ended aka yes or no questions). Please see the grading rubric to see all that needs addressed during the session. **This assignment will be uploaded to Tk20 and D2L (See Appendix D). KPI: 2.1k, 2.3h, 2.5a, 2.5g, 2.5j, 5C.1b, and 5C.3b.**

Recorded Session Transcript: (24 pts.) Students will write out the transcript over **7-minutes** of video of their **20-minute** recorded session. Students will need to use the template to see how this is to be accomplished for this assignment. Students will need to identify which counseling skills they utilized during the exchanges. Students will evaluate their use of counseling skills and techniques using the rubric. They will correct their video transcript and use the format shown in the transcript example. **(See Appendix E) 2.1k, 2.5c, 2.5f, 2.5n, 5C.1b, and 5C.3b. Turn in to D2L.**

Reflection Paper and Evaluation (20 pts.): Students will use the template within D2L to reflect on their semester. Students will introduce the assignment, discuss the counseling relationship, explore personal reactions, discuss the rationale, highlight ethics, legality, and crisis issues, reflect on their counseling session, explore multicultural and diversity issues, reflect on counseling skills, develop a professional development plan, and provide a summary of their semester. **This assignment will be uploaded to Tk20 and D2L (See Appendix F). KPI 2.1i, and 5C.1b.**

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| 1. Online Assignments and Comments | 20 |
| 2. Mandatory attendance | 30 |
| 3. Theories and Techniques Paper TK 20 and D2L | 16 |
| 4. Session Video and Skills Evaluation Form TK 20 and D2L | 20 |
| 5. Recorded Session Transcript D2L | 24 |
| 6. Reflection Paper and Evaluation TK 20 and D2L | 20 |
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| Total Points | 100 |

Grade Classifications:

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or 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 student review and retention please 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).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. 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 prohibit 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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.](#)"

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 their private lives.

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).

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

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. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Author.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. https://www.appi.org/desk-reference-dsm-5-tr?utm_source=gam&utm_medium=ad&utm_campaign=sidead

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APPENDENCIES

Appendix A

Online Assignments and Comments (10 pts.)

CACREP Standards Addressed:

2.1c, 2.1i, 2.1j, 2.1k, 2.3h, 2.3i, 2.5a, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 2.5h, 2.5j, 2.5k, 2.5l, 2.5n, 2.7b, 2.7c, 2.7d, 5C.1b, 5C.2f, 5C.2l, 5C.3a, 5C.3b, and 5C.3e.

Appendix C

Theories and Techniques Paper: (16 pts.)

Turn in to D2L and Tk20.

CACREP Standards Addressed:

KPI: 2.5a, 2.5g, 2.5j, and 5C.1b.

Grading Rubric for Theories and Technique Paper (Possible 16 pts.)

| Criteria | 1 Improvement Needed | 2 Developing | 3 Proficient | 4 Accomplished | Pts |
|---|--|--|---|---|-----|
| Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role. 5C.1b | Student inaccurately describes the importance of self-awareness or demonstrates boundary violations in depiction of the counseling role. | Appropriately describes the role of the counselor, the importance of self-awareness, and how to manage self in the counseling role, but lacks detail or ways to maintain self-awareness. | Appropriately describes an ethical, self-aware approach to counseling that is ethical and multicultural in nature. Student describes multiple ways to maintain self-awareness in the counseling role. | Student demonstrates an exceptional understanding of self-awareness by stating a variety of ways to maintain self-awareness, how a lack of self-awareness can hurt the counseling relationship, and demonstrates commitment to a professional, ethical, multicultural approach. | |
| Demonstrates knowledge of how to appropriately observe and assess the client and understands how to appropriately choose empirically supported techniques. 2.5j | Student did not give Does not demonstrate knowledge of how to appropriately observe and assess the client or choosing empirically supported techniques. any feedback to peers. | Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of appropriately choosing empirically supported techniques, but parts are missing or incomplete. | Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of appropriately choosing empirically supported techniques. | Describes thorough and specific ways of appropriately observing and assessing the client and understands the importance of appropriately choosing empirically supported techniques, providing examples of techniques that they would choose using their theory. | |
| Student clearly understands the stages of the counseling process based on their theory of choice. 2.5.a | Student is missing major stages of the counseling process based on their theory of choice or does not understand steps in their theory of choice. | Student is missing some stages of the counseling process based on their theory of choice. | Student clearly describes the stages of the counseling process based on their theory of choice. | Student clearly describes the stages of the counseling process based on their theory of choice and integrates intake assessment procedures, assessment, case conceptualization, and empirically supported techniques. | |
| Student demonstrates an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals. 2.5.g | The student does not have an adequate understanding of appropriate intake process, assessment, or case-conceptualization to help the client accomplish goals. | The student describes appropriate intake processes, and has a clear understanding of client conceptualization, but parts are missing or inadequate to help clients create and accomplish goals. | The student demonstrates an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals. | The student demonstrates a detailed and accurate understanding of case conceptualization and how to assess and work with the client to create and accomplish goals. | |
| Total points out of 16 | | | | | |

Appendix D

Session Video and Skills Evaluation Form: (20 pts.)

Turn in to Tk 20 and D2L.

CACREP Standards Addressed:

KPI: 2.1k, 2.3h, 2.5a, 2.5g, 2.5j, 5C.1b, and 5C.3b.

**Session Video and Skills Evaluation Form
(Form for the Professor)**

| | Counseling Skills | # of Times Demonstrated | Comments |
|----|-------------------------------------|--------------------------------|-----------------|
| 1 | Positive Regard/Genuine /Empathy | | |
| 2 | Minimal Encouragers/Accents | | |
| 3 | Eye Contact/Body Posture/Listening | | |
| 4 | Active Listening | | |
| 5 | Silence | | |
| 6 | Restatements | | |
| 7 | Verbal Following | | |
| 8 | Validation | | |
| 9 | Reflection of Feeling | | |
| 10 | Reflection of Content/Meaning | | |
| 11 | Limited Use of Closed Questions | | |
| 12 | Minimal Use of Open-ended Questions | | |
| 13 | Sharing-Feedback/Here-and-Now | | |
| 14 | Requests for Clarification | | |
| 15 | Paraphrase | | |
| 16 | Summarization | | |

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| | | | |
|----|--|------------------------------------|-----------------|
| 17 | Acknowledge Nonverbal Bx | | |
| 18 | Selective Attention | | |
| 19 | Culturally Appropriate Behavior | | |
| 20 | Pacing | | |
| 21 | Considering Alternatives | | |
| 22 | Observing Themes/Patterns | | |
| | The ory | # of Times Demonstrated | Comments |
| 23 | Assessment Using Theory | | |
| 24 | Use of Techniques w/ Theory | | |
| 25 | Managing Session Using Theory | | |
| | Inappropriate Items | # of Times Demonstrated | Comments |
| 26 | Sympathy/Reassuring | | |
| 27 | Advising | | |
| 28 | Judging | | |
| 29 | Educating/Teaching | | |
| 30 | Going for the Solution | | |
| 31 | Interrogating | | |
| 33 | Lengthy Descriptive Statements | | |
| 34 | "Why" questions | | |
| 35 | Too many "How does that make you feel?" | | |
| 36 | Shifting Topics | | |
| 37 | Third Person Counseling - Someone not in session | | |
| 38 | Not giving yourself time to think | | |
| 39 | Getting ahead of client | | |
| 40 | Poor balance of reflections/ questions/ restatements | | |

Session Video and Skills Evaluation Form (Form for the Student)

Please self-evaluate yourself as to how you did during your counseling session.

| Counseling Skills | Comments |
|--|-----------------|
| <i>Positive Regard/Genuine /Empathy</i> | |
| <i>Minimal Encouragers/Accents</i> | |
| <i>Eye Contact/Body Posture/Listening</i> | |
| <i>Active Listening</i> | |
| <i>Silence</i> | |
| <i>Restatements</i> | |
| <i>Verbal Following</i> | |
| <i>Validation</i> | |
| <i>Reflection of Feeling</i> | |
| <i>Reflection of Content</i> | |
| <i>Minimal Closed Questions</i> | |
| <i>Open-ended Questions</i> | |
| <i>Sharing-Feedback/Here-and-Now</i> | |
| <i>Requests for Clarification</i> | |
| <i>Paraphrase</i> | |
| <i>Summarization</i> | |
| <i>Acknowledge Nonverbal Body language</i> | |
| <i>Selective Attention</i> | |
| <i>Culturally Appropriate Behavior</i> | |
| <i>Pacing</i> | |
| <i>Considering Alternatives</i> | |
| <i>Observing Themes/Patterns</i> | |

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| Theory | Comments |
|---|-----------------|
| <i>Assessment Using Theory</i> | |
| <i>Use of Techniques w/ Theory</i> | |
| <i>Managing Session Using Theory</i> | |
| Inappropriate Items | Comments |
| <i>Sympathy/Reassuring</i> | |
| <i>Advising</i> | |
| <i>Judging</i> | |
| <i>Educating/Teaching</i> | |
| <i>Going for the Solution</i> | |
| <i>Interrogating</i> | |
| <i>Lengthy Descriptive Statements</i> | |
| <i>"Why" questions</i> | |
| <i>Too many "How does that make you feel?"</i> | |
| <i>Shifting Topics</i> | |
| <i>Third Person Counseling - Someone not in session</i> | |
| <i>Not giving yourself time to think</i> | |
| <i>Getting ahead of client</i> | |
| <i>Poor balance of reflections/ questions/ restatements</i> | |
| Supervision | Comments |
| <i>Open, positive discussion</i> | |
| <i>Emotionality in supervision</i> | |
| <i>Receptivity to feedback</i> | |
| <i>Participation in supervision (bring content)</i> | |
| <i>Submission of all materials</i> | |
| <i>Adherence to procedures</i> | |
| <i>Fulfillment of supervision tasks</i> | |

Grading Rubric for Session Video (Possible 20 Pts.)

(Form for the Professor)

| Skill | 0 | 1 | Pts |
|--|---|---|-----|
| Goes over informed consent | | | |
| Establishes rapport with the client | | | |
| Explores problem(s) | | | |
| Attends to basic needs of the client | | | |
| Congruent verbal and nonverbal behavior | | | |
| Uses active listening | | | |
| Minimal Use of closed-ended questions | | | |
| Uses open-ended questions | | | |
| Is able to summarize what the client is saying | | | |
| Introduces Theoretical technique | | | |
| Has empathic attunement | | | |
| Has positive body language and posture | | | |
| Confronts the client when needed | | | |
| Uses self-disclosure appropriately | | | |
| Times using interventions appropriately | | | |
| Shows counselor confidence | | | |
| Shows multicultural understanding | | | |
| Adheres to ethical and legal standards | | | |
| Summarizes session before wrapping up | | | |
| Maintains professionalism throughout session | | | |
| Total points out of 20 | | | |

Appendix E

Recorded Session Transcript: (20 pts.): Please Use Transcript

Packet to complete this assignment. Turn in to D2L.

CACREP Standards Addressed:

2.1k, 2.5c, 2.5f, 2.5n, 5C.1b, and 5C.3b.

Recorded Session Transcript Grading Rubric (Possible 24 pts.)

| Criteria | 1 Improvement Needed | 2 Developing | 3 Proficient | 4 Accomplished | Pts |
|--|---|---|---|---|------------|
| Student provided transcript for the their session. | Student provided an incomplete transcript. | Student provided a transcript with major errors. | Student provided a transcript with minor errors. | Student provided a transcript with no errors. | |
| Student provided counselor, client, and skill identification . | Student provided one of the three necessary (counselor, client, and skill). | Student provided two of the three necessary (counselor, client, and skill). | Student provided all of the three necessary (counselor, client, and skill). | Student provided all of the three necessary (counselor, client and skill), with minor errors of template usage. | |
| Student showed insight into skill Identification by correcting skills into higher order skills. | Student only identified some skill identifications. | Student identified all skills identifications with major errors. | Student identified all skills identifications with moderate errors. | Student identified all skills identifications with minor errors. | |
| Student identified theory and technique utilized. | Student identified theory or technique, but not both, and was incorrect. | Student identified theory or technique, but not both, and was correct. | Student identified theory and technique, but was incorrect. | Student identified theory and technique, and was correct. | |
| Student | Student did | Student had | Student had | Student had | |

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| followed the Example provided | not follow the template. | major errors throughout assignment. | moderate errors throughout the assignment. | minor errors throughout the assignment. | |
|--------------------------------------|--------------------------|-------------------------------------|--|---|--|
| Total points out of 24 | | | | | |

Appendix F

Reflection Paper and Evaluation (10 pts.)

Turn in to TK 20 and D2L.

CACREP Standards for the assignment.

KPI 2.1i, and 5C.1b.

Use template in D2L.

Rubric for how you will evaluate yourself.

**Live Interview Evaluation Rubric
 Clinical Mental Health Counseling, Version
 1.2**

Date: _____

Counselor: _____

Evaluator/Instructor: _____

Level of Clinical Training:

- Pre-clinical training; coursework only
- 0-12 months 12-24 months 2+ years

Rating Scale

- 1=Outstanding:** Strong mastery of skills and thorough understanding of concepts
- .75=Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- .5=Developing:** Minor conceptual and skill errors; in process of developing
- .25=Deficits:** Significant remediation needed; deficits in knowledge/skills
- NA=Not Applicable:** Unable to measure with given data (do not use to indicate deficit)

Student Self-Evaluation Rubric

| Criterion | 1 Outstanding | .75 Mastered Basic Skills | .50 Developing | .25 Deficits | NA | Points Awarded |
|--------------------------------|--|--|---|--|----|-------------------|
| Counseling Relationship | Able to develop strong counseling relationship with client, able to successfully engage participant in treatment | Able to develop working counseling relationship; able to engage participant in majority of treatment | Minor problems developing counseling relationships and connecting with client. Struggles with | Significant problems with forming counseling relationships. Unable to identify and/or navigate | | |

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| | | | | | | |
|--|---|---|---|---|--|--|
| | process. Conveys clear sense of respect for all perspectives. | process. Conveys respect for all perspectives. | communicating with client different from self, including | significant diversity issues. Weakness of relationship | | |
|--|---|---|---|---|--|--|

| | | | | | | |
|--|--|---|---|--|--|--|
| | | | culture, age, SES, education, etc. | makes progress unlikely. | | |
| Attention to Client Needs and Diversity | Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system. | Able to match treatment to client needs; adapts treatment to one or more areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system. | Minor problems attending to client needs and/or diversity issues. | Significant problems attending to client needs and/or diversity issues; counseling progress not likely due to problems in these areas. | | |
| Explain Practice Policies | Skillful explanation of practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to establish working relationship; good use of self; clearly understands practice policies. | Explains basic practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to build basic rapport; understands major practice policies. | Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies. | Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies. | | |
| Consent to Treatment | Skillful job explaining counseling process in words client can understand in order to obtain consent to treat; uses opportunity to enhance counseling relationship. | Explains basic counseling process in words client can understand in order to obtain consent to treat. | Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information. | Significant problems with obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed. | | |

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| | | | | | | |
|--------------------------|-------------------------------------|--|-----------------------------------|---|--|--|
| Client Assessment | Thoughtful assessment of client and | Clear assessment of client and system, including | Minor problems with assessment of | Significant problems with assessment of | | |
|--------------------------|-------------------------------------|--|-----------------------------------|---|--|--|

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|--|---|--|--|--|--|--|
| | <p>system, including biopsychosocial history, mental health history, family history;</p> <p>thoughtful adaptation to development level; obtains problem description from each involved party.</p> | <p>biopsychosocial history, mental health history, family history;</p> <p>adapts to development level; obtains problem description from each involved party in room.</p> | <p>client and system, missing 1-2 areas: biopsychosocial history, mental health history, family history; does not adapt to development level; obtains problem description only from certain parties.</p> | <p>client and system, missing one or more areas:</p> <p>biopsychosocial history, mental health history, family history; ignores developmental level; obtains only one view of problem.</p> | | |
| Content VS Process | <p>Thoughtful ability to distinguish content from process; able to track process while attending to content and developing at least one intervention that attends to process.</p> | <p>Able to distinguish content from process; able to track process while attending to content; does not begin to intervene on content when it is a process issue.</p> | <p>Sidetracked one or more times with content but at some point able to return focus to process</p> | <p>Mistakes content for significant process issue. Unable to track process and session loses impact due to focus on content.</p> | | |
| Time Management | <p>Outstanding use of time management from beginning to end of session; no sense of rush.</p> | <p>Good use of time management from beginning to end of session; ends on time.</p> | <p>Minor problems with timing management; no more than 5 minutes over; may have minor feeling of rush.</p> | <p>Significant problems with time management; session more than 5 minutes over; feels rushed.</p> | | |
| Psychoeducation and Recovery Services | <p>Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of</p> | <p>Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of recovery services.</p> | <p>Minor problems with delivering psychoeducation and recovery information and/or insufficient information imparted.</p> | <p>Significant problems with delivering psychoeducation and recovery information; does not provide any information or provides incorrect information.</p> | | |

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| | | | | | | |
|---|---|--|--|---|--|--|
| | recovery services. | | | | | |
| Participation in Class Discussions | Consistently, actively supports, engages, listens and responds to | Makes an effort to interact with peers daily but does not take a | Some effort to interact with peers but does not take a | Limited interaction with peers and rarely participates in | | |

| | | | | | | |
|--------------------------------|--|---|--|---|--|--|
| | peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task. | leading role. Some active participation in class discussions. Sometimes deviates from | leading role. Minimal participation in class discussions. Sometimes deviates from task | class discussions and/or does not stay on task. | | |
| Writing Ability and APA | Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting. | Cohesive paper in mostly APA formatting | Student jumps around in formatting and content | Shows no knowledge of APA formatting | | |
| Total Points Out of 10 | | | | | | |

Rubric for How I will Evaluate You

Live Interview Evaluation Rubric Clinical Mental Health Counseling, Version 1.2

Date: _____

Counselor: _____

Evaluator/Instructor: _____

Level of Clinical Training:

- Pre-clinical training; coursework only
 0-12 months 12-24 months 2+ years

Rating Scale

- 1=Outstanding:** Strong mastery of skills and thorough understanding of concepts
.75=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident
.5=Developing: Minor conceptual and skill errors; in process of developing
.25=Deficits: Significant remediation needed; deficits in knowledge/skills
NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

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| Criterion | 1 Outstanding | .75 Mastered Basic Skills | .50 Developing | .25 Deficits | NA | Points Awarded |
|---------------------------------|---------------------------|--------------------------------|--------------------------------|---------------------------|----|----------------|
| Evaluation of Counseling | Outstanding evaluation of | Clear evaluation of counseling | Minor problems with evaluation | Significant problems with | | |

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| | | | | | | |
|---|--|---|--|---|--|--|
| Relationship and Role | counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals. | relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals.. | of relationship, client responsiveness; misses minor issues. | evaluation of relationship, client responsiveness; misses critical issues. | | |
| Evaluation of Personal Reactions | Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context. | Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context. | Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context. | Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context. | | |
| Evaluation of Legal & Ethical Issues | Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions. | Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions. | Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions. | Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions. | | |
| Evaluation of Socio-cultural and Equity Issues | Thoughtful understanding of diversity, equity and advocacy issues. Includes some proposed advocacy effort. | Clear understanding of diversity and equity and advocacy issues. | Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy. | One or more significant issues not addressed. | | |
| Evaluation of Clinical Skill | Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating. | Clear insight into major strengths, weaknesses, effectiveness in session. | Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating. | Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues. | | |

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| | | | | | | |
|----------------------------|---|---|---|--|--|--|
| Plan and Priorities | Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process. | Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process. | Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process. | Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and | | |
|----------------------------|---|---|---|--|--|--|

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| | | | | | | |
|---|--|--|---|--|--|--|
| | | | | counseling process. | | |
| Quality of Writing | Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors. | Clear, concise professional writing; maintains professional voice; minor and few grammatical errors. | Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice. | Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors. | | |
| Participation in Class Discussions | Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task. | Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from | Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task | Limited interaction with peers and rarely participates in class discussions and/or does not stay on task. | | |
| Professional Identity | Demonstrates vast understanding of self within professional identity and the complexities of boundaries. | Demonstrates basic understanding of self within professional identity and the complexities of boundaries. | Minor problems navigating professional identity, boundaries, and the self. | Limited ability to process professional identity, boundary issues, or self-awareness. issues present. | | |
| APA Format | No more than one or two minor APA errors; overall, follows general format. | Few and minor APA errors; overall, follows general format. | Numerous APA errors that are distracting; numerous inconsistencies. | Significant problem following APA style; numerous problems in several areas. | | |
| Total 10 | | | | | | |

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

