



COUN 5283 –Advanced Counseling Skills
Midwestern State University
Gordon T. & Ellen West College of Education
Semester Credits: 3

Contact Information

Professor/Instructor: Dr. Katy Galloway, PhD, LPC-S, and LCDC

Semester: Summer 2026

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Cell Phone: 325-436-4284 **(please don't hesitate to reach out by phone or text)**

Mandatory Zoom Class: Tuesdays, weekly beginning 6/2/2026 at 7pm Central Time.

Katy Galloway is inviting you to a scheduled Zoom meeting.

Topic: Dr. Galloway's Weekly Skills Zoom meeting

Time: Jun 2, 2026 07:00 PM Central Time (US and Canada)

Every week on Tue, until Aug 4, 2026, 10 occurrence(s)

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:
https://wtamu.zoom.us/meeting/tJ0tdeuuqjMqHtKFhJ8BowpFUw2lDUZjmP3h/ics?icsToken=DIb6xaOcvM3tUUV_sQAAALAAAOJLEHxHRrTwNELEPc-fREQ2hwEjawUPvHuTgYyGdDxFE0a67EfGxTbjjkP_ecQK_OSdLwgcuzTYXHD1rTAwMDAwMQ&meetingMasterEventId=3DtlFmLVTz6uZf7WsbBTtoQ

Join Zoom Meeting

<https://wtamu.zoom.us/j/99022648046?pwd=q3WRW5Ju0OB8sXVqyFeLbiiH1pmsN9.1>

Meeting chat link

<https://wtamu.zoom.us/jc/99022648046>

Meeting ID: 990 2264 8046

Passcode: +zR=702=

One tap mobile

+13462487799,,99022648046#,,,,*94355260# US (Houston)

+17193594580,,99022648046#,,,,*94355260# US

Join by SIP

• 99022648046@zoomcrc.com

Join instructions

<https://wtamu.zoom.us/join/99022648046?signature=n7LUFamXgADjkiZkKrhnR6Ci4wj9zHPkGG6aiZH9Mz0>

In this syllabus, 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 is important that we implement boundaries around home and work. Please ask your questions before the weekend.

***The MSU Clinical Mental Health and School Counseling track 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. An A or B is required to pass this course. 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 TEXTBOOKS

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 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

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

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

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.19. suicide prevention models and strategies

Section 3.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies

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

Section 3.G.13. procedures for assessing and responding to risk of aggression or danger to others, self- inflicted harm, and suicide

Section 3.G.14. procedures for assessing clients' experience of trauma

Section 3.G.15. procedures for identifying and reporting signs of abuse and neglect

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

KPI 5. Counseling Theories & Interventions

Students articulate a theoretically grounded counseling orientation and apply evidence-based counseling strategies and techniques in clinical practice.

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 they 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.

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 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 on 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 the Wellness Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance:

Attendance at mandatory weekly Zoom meetings is required for this course. Failure to attend scheduled class meetings will result in a reduction of points from your course grade.

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 in advance, and/or email me your assignment. Any late papers will be lowered ***10%** per day. **Late papers are not accepted after one 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.

Week	Class Topics	Assignments/Reading
<p style="text-align: center;">Week 1</p> <p>CACREP Section 3: A. 3, 10, 11</p>	<ul style="list-style-type: none"> • Class Introductions • Review of your Syllabus • Class instructions on the discussion board • Listening/Attending/Empathy/Observation Skills • Summary • Paraphrase • Clarifying Statement 	<ul style="list-style-type: none"> • Read Ivey: Ch. 1-3 • Read Erford Section 1-2 • Discussion Board Post and reply by Sunday at 11:59 pm • Mandatory Group Meetings Begin!
<p style="text-align: center;">Week 2</p> <p>CACREP 3. E.9</p>	<ul style="list-style-type: none"> • How to give peers feedback (feedback training) • Erford Section 3 • Work on assignments • Reflection of Feeling 	<ul style="list-style-type: none"> • Read Ivey Ch. 4-5 • Read Erford Section 3 • Discussion Board Post and reply • Mandatory Group Meeting
<p style="text-align: center;">Week 3</p> <p>CACREP 3. E.8</p>	<ul style="list-style-type: none"> • Erford Section 4 • Work on mini-video 	<ul style="list-style-type: none"> • Read Ivey Ch. 6-7 • Read Erford Section 4 • Discussion Board (Mini-Video) Post video by Wednesday 11:59 pm and Reply to 1 Peer (pick one who hasn't received feedback) by Sunday • Mandatory Group Meeting
<p style="text-align: center;">Week 4</p> <p>CACREP 3.E.11, 13, 15, 17, 21</p>	<ul style="list-style-type: none"> • Erford Section 5-6 • Word on assignments • Reflection of Meaning/Interpretation • 1 Theoretical Technique 	<ul style="list-style-type: none"> • Read Ivey Ch. 8-9 • Read Erford Section 5-6 • Discussion Board Post and Reply by Sunday • Theories and Techniques Paper Appendix A • Mandatory Group Meeting

Week	Class Topics	Assignments/Reading
<p style="text-align: center;">Week 5</p> <p>CACREP 5. C.5, 8</p>	<ul style="list-style-type: none"> • Observation and Reflection of Feelings: Empathetic Understanding • Erford Section 7 • Work on mini-video 	<ul style="list-style-type: none"> • Read Ivey Ch. 10-11 • Read Erford Section 7 • Discussion Board (Mini-Video) Post video by Wednesday 11:59 pm and Reply to 1 Peer (pick one who hasn't received feedback) by Sunday • Mandatory Group Meeting
<p style="text-align: center;">Week 6</p> <p>CACREP 3. A.3, 10, 11, C. 12, E.1</p>	<ul style="list-style-type: none"> • The Five Stage Interview: Integrating Skills for Creative Change • Erford Section 8-9 • Focusing • Confrontation- Confronting Incongruency • 1 Theoretical Technique • Work on mini-video 	<ul style="list-style-type: none"> • Ready Ivey Ch. 12-13 • Read Erford Section 8-9 • Discussion Board (Mini-Video) Post video by Wednesday 11:59 pm and Reply to 1 Peer (pick one who hasn't received feedback) by Sunday • Mandatory Group Meeting
<p style="text-align: center;">Week 7</p> <p>CACREP 3.E.1, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> • Focusing the Counseling Session • Erford Section 10 • How to complete your transcript 	<ul style="list-style-type: none"> • Ready Ivey Ch. 14 • Read Erford Section 10 • Recorded Counseling Session & Skills Evaluation due to D2L & Tk20 • Transcript of counseling session due • Mandatory Group Meeting

Week	Class Topics	Assignments/Reading
<p style="text-align: center;">Week 8</p> <p>CACREP 3.C. 9, 3.E.10</p>	<ul style="list-style-type: none"> • Integrating Theoretical Techniques 	<ul style="list-style-type: none"> • Read Ivey Appendix I-IV • Read Erford Section 11 • Discussion Board • Reflection Paper • Mandatory Group Meeting
<p style="text-align: center;">Week 9</p> <p>CACREP 5: C.4, 5, 8</p>	<ul style="list-style-type: none"> • Integrating Theoretical Techniques 	<ul style="list-style-type: none"> • Post Conferences • Discussion Board • Mandatory Group Meeting
<p style="text-align: center;">Week 10</p> <p>CACREP 3. A.3, 10, 11, C. 12, E.1</p> <p>CACREP 3.C. 9, 3.E.10</p>	<ul style="list-style-type: none"> • Integrating Skills and Theory 	<ul style="list-style-type: none"> • Discussion Board Post • Wrap Up • Mandatory Group Meeting

Mandatory Class Attendance: (30 pts). *Weekly attendance for this class is mandatory, no exceptions. This class focuses 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. *The instructor will assess individual circumstances 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 the instructor. The video should consist of the following:

1. Address **each skill** that was discussed in the missed class period. You should discuss (1) when you would use it with the client (2) the purpose of the skill (3) and give three 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....”

Online Assignments and Comments: (20 pts.) Students are required to answer questions or complete assignments (upload mini-videos) regularly related to the weekly reading. On a weekly basis, students will be required to answer questions about the reading or will be asked to reflect on a particular topic for that week. Discussion board posts should include at least three paragraphs, including at least five sentences in each paragraph. If there is a discussion, students are required to participate and comment on at least one other person’s thread. Students may also be required to engage in uploading 10-minute mini-videos demonstrating skills learned, instead of questions about the readings. The mini-video is due on **Wednesday**, while the feedback for a peer is due on Sunday. If a student already has feedback from another peer, students need to choose a different video to watch to give feedback. Students should provide one to two positive aspects of the video, with time stamps, using terminology related to counseling skills. Student feedback should include two alternatives or growth opportunities for their peers and include time stamps and skills terminology. 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.

Theories and Techniques Paper: (16 pts.) A guide is provided in the course shell. Students will write a paper to 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 appropriately 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 7 style and include a minimum of 5 peer-reviewed references.*

Session Video and Skills Evaluation Form: (20 pts.) Students need to review the counseling session rubric. 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 practice prepares students for clinical semesters.

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

Reflection Paper: (20 pts) Students will reflect on their work during the semester, including their growth as a counselor. Students will use the guide provided in the course shell and answer all required questions.

Assignment Breakdown

Assignment	Points
1. Online Assignments and Comments	20
2. Mandatory Class Attendance	30
3. Theories and Techniques Paper	16
4. Recorded Counseling Session & Skills Evaluation TK20 and D2L	20
5. Recorded Session Transcript	24
6. Reflection Paper and Evaluation	20
Total Points	130

Grade Classifications:

- A = 117-130
- B = 104-116
- C = 91-103 (must retake course)
- D = 78-90 (must retake course)
- F = 77-Below (must retake course)

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 or 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 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 as a 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.*”

Obligation to Report Sex Discrimination under State and Federal Law:

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/>

APPENDICES

Appendix A

Grading Rubric for Theories and Techniques Paper (16 Points Possible)

Criteria	1 – Improvement Needed	2 – Developing	3 – Proficient	4 – Accomplished
Role of the Counselor, Self-Awareness, and Professional Boundaries <i>(CACREP 3.A.11)</i>	<p>Student inaccurately describes the counseling role, demonstrates poor understanding of self-awareness, or includes boundary concerns.</p>	<p>Student appropriately describes the counseling role, self-awareness, and management of self, but lacks depth or specific examples.</p>	<p>Student describes an ethical, multicultural, and self-aware counseling approach and identifies several ways to maintain self-awareness.</p>	<p>Student demonstrates exceptional understanding of counselor self-awareness, professional boundaries, and ethical multicultural practice, including detailed examples of maintaining self-awareness and the impact of counselor self-awareness on the therapeutic relationship.</p>
Observation, Assessment, and Use of Empirically Supported Techniques <i>(CACREP 3.E.15)</i>	<p>Student demonstrates limited or inaccurate understanding of observing, assessing, or selecting appropriate counseling techniques.</p>	<p>Student demonstrates basic understanding of observing and assessing clients and selecting empirically supported techniques, but portions are incomplete or unclear.</p>	<p>Student demonstrates appropriate understanding of observing and assessing clients and selecting empirically supported techniques.</p>	<p>Student thoroughly explains how to observe and assess clients and provides detailed, theory-based examples of empirically supported techniques that would be used in counseling practice.</p>
Understanding of the Counseling Process and Theory Application <i>(CACREP 3.E.1)</i>	<p>Student demonstrates minimal understanding of the stages of the counseling process or inaccurately applies counseling theory.</p>	<p>Student identifies some stages of the counseling process based on their theory of choice, but important components are missing.</p>	<p>Student clearly describes the stages of the counseling process based on their theory of choice.</p>	<p>Student demonstrates comprehensive understanding of the counseling process, integrating intake procedures, assessment, case conceptualization, and empirically supported interventions within their chosen theory.</p>
Case Conceptualization and Goal Development <i>(CACREP 3.E.3)</i>	<p>Student demonstrates limited understanding of intake, assessment, case conceptualization, or goal development.</p>	<p>Student demonstrates a developing understanding of intake procedures, assessment, and case conceptualization, but important details are incomplete.</p>	<p>Student demonstrates understanding of case conceptualization and how to assess and work with clients to create and accomplish goals.</p>	<p>Student demonstrates detailed and accurate understanding of case conceptualization, assessment, treatment planning, and collaborative goal development within the counseling process.</p>

Appendix B

Recorded Counseling Session: (20 pts.) Students will turn in their packet with their portion filled out and with signatures to D2L and Tk20. Students will conduct one 20-minute mock counseling session with a peer. Students must fill out and sign the clinical video or observation consent form for themselves and their client. This form must be turned in to D2L. Students must fill out the skills evaluation form on themselves. This is a packet and needs to be turned in as a packet. Please fill out digitally aside from the signature. The instructor will provide feedback to the student using the Session Video and Skills Evaluation Form and the grading rubric. Any skills strengths and deficits will be addressed in a post-conference following the observed session, in addition to the rating form. The video will be shared with the instructor via google drive. ***This assignment will be uploaded to Tk20 and D2L; KPI 5**

Please use forms located within the D2L shell.

Recorded Counseling Session Packet Faculty Evaluation of Student

Counselor/Student Name:

	Counseling Skills	# of Times Demonstrated	Comments
1	Positive Regard/Genuine /Empathy And Validation.		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Active Listening		
4	Appropriately uses Supportive Confrontation		
5	Uses Silence Appropriately		
6	Restatements		
7	Verbal Following		
8	Paraphrase		
9	Summary		
10	Reflection of Feeling		
11	Reflection of Meaning and Interpretation		

12	Uses Opened Ended Questions Appropriately and on a Minimal Basis		
13	Sharing-Feedback/Here-and-Now		
14	Focusing Statements		
15	Uses Clarifying Statements		
16	Observing Themes/Patterns		
17	Acknowledge Nonverbal Bx		
18	Reframing Statements		
19	Appropriate Pacing		
20	Use of Ethics and Multicultural Competence		
	Theory	# of Times Demonstrated	Comments
22	Assessment Using Theory		
23	Uses 1 Theoretically Based Technique		
24	What theory was used and how did it help manage the session?		
	Inappropriate Items	# of Times Demonstrated	Comments
25	Sympathy/Reassuring		
26	Advising		
27	Judging		
28	Educating/Teaching		
29	Going for the Solution		
30	Interrogating		
31	Lengthy Descriptive Statements		
32	“Why” questions		
33	Too many “How does that make you feel?”		
34	Shifting Topics		

35	Third Person Counseling - Someone not in session		
36	Not giving yourself time to think		
37	Getting ahead of client		
38	Poor balance of reflections/questions/ restatements		
39	Uses Closed Questions		

Grading Rubric for the Session Video

Criteria	Needs Improvement .25	Developing .5	Proficient .75	Accomplished 1	Points
Does an Introduction, Informed Consent, and Goes Over Confidentiality.	Fails to introduce self effectively. Does not provide a clear explanation of counseling theory, client rights, or confidentiality limits. Fails to obtain explicit consent or ensure client comprehension.	Somewhat introduces self. Somewhat provides a clear explanation of counseling theory, client rights, or confidentiality limits. Struggles to obtain explicit consent or ensure client comprehension.	Generally, introduces self. Generally, provides a clear explanation of counseling theory, client rights, or confidentiality limits. Is able to obtain explicit consent or ensure client comprehension.	Thoroughly introduces self. Thoroughly provides a clear explanation of counseling theory, client rights, or confidentiality limits. Obtains explicit consent or ensure client comprehension.	
Establishes Rapport with the Client.	Does not establish rapport effectively, neglects informed consent and confidentiality.	Somewhat establishes rapport, attempts informed consent and confidentiality discussion.	Generally, establishes rapport, obtains consent, and discusses confidentiality adequately.	Consistently establishes rapport, obtains informed consent, and discusses confidentiality effectively.	
Clinically Explores problem(s)	Fails to explore client's issues effectively, lacks appropriate questioning or listening.	Attempts to explore client's issues but lacks depth or thoroughness in questioning.	Adequately explores client's issues with appropriate questioning and listening skills.	Thoroughly explores client's issues with insightful questioning and active listening.	
Attends to Basic Needs of the Client	Fails to attend to client's basic needs adequately during the session.	Occasionally attends to client's basic needs but may be inconsistent.	Generally, attends to client's basic needs but may overlook some aspects.	Consistently attends to client's basic needs throughout the session.	
Congruent Verbal and Nonverbal behavior	Shows incongruent or inappropriate verbal and nonverbal behavior.	Displays some congruent behavior but may be inconsistent.	Generally, displays congruent verbal and nonverbal behavior.	Demonstrates congruent verbal and nonverbal behavior consistently.	
Uses Active Listening	Demonstrates poor active listening skills	Attempts active listening but may not sustain it consistently	Engages in active listening for the majority of the session.	Actively listens throughout the session, demonstrating	

	during the session.			understanding and empathy.	
Closed Ended Questions	Frequently uses closed-ended questions.	Uses a moderate number of closed-ended questions.	Sometimes uses closed-ended questions.	Rarely uses closed-ended questions.	
Open-Ended Questions	Overuses open-ended questions and lacks appropriate use of open-ended questions.	Uses open-ended questions occasionally but relies more on closed-ended questions.	Uses a suitable number of open-ended questions.	Effectively employs appropriate and clinical open-ended questions.	
Shows Ability to Use Higher Level Counseling Skills Throughout the Session.	Does not demonstrate higher level counseling skills during the session.	Attempts to use higher level skills but lacks consistency or effectiveness.	Shows ability to use higher level counseling skills appropriately.	Demonstrates advanced counseling skills consistently throughout the session.	
Uses one (1) Well-Developed Theoretically-Based Technique	Does not use any theoretically-based techniques within the session.	Uses one theoretically-based technique within the session.	Uses one theoretically-based technique but lacks depth within the session.	Skillfully uses one or more theoretically-based techniques with confidence within the session.	
Has Empathic Attunement	Lacks empathy or understanding of client's emotions during the session.	Attempts to demonstrate empathy but lacks depth or understanding.	Shows empathy and understanding of client's emotions throughout the session.	Displays empathic understanding and attunement with the client's emotions effectively	
Has Positive Body Language and Posture	Displays negative or inappropriate body language and posture.	Shows some positive body language but may be inconsistent.	Displays generally positive body language and posture.	Maintains positive body language and posture consistently.	
Confronts the Client When Needed	Avoids necessary confrontation or handles it inappropriately.	Attempts to confront client but lacks effectiveness or appropriateness.	Effectively confronts client when needed to promote therapeutic goals.	Appropriately confronts client when necessary, fostering insight and progress.	
Uses Self-Disclosure Appropriately	Uses self-disclosure inappropriately or excessively during the session.	Attempts to use self-disclosure but lacks appropriateness or effectiveness.	Uses self-disclosure in a balanced manner to benefit therapeutic relationship.	Uses self-disclosure appropriately to enhance therapeutic rapport and understanding	
Uses Evidenced Based Theory throughout the Session	Does not apply evidenced-based theory or theories appropriately during the session.	Attempts to apply evidenced-based theory or theories but lacks consistency or integration.	Integrates evidenced-based theory or theories into the counseling process.	Consistently applies evidenced-based theory or theories appropriately throughout the session.	
Times using Interventions Appropriately	Inconsistently times interventions, impacting client engagement or progress.	Attempts to time interventions but may miss opportunities or misjudge timing.	Generally, times interventions effectively to support client needs.	Times interventions appropriately, maximizing their impact on client progress.	

Shows Counselor Confidence	Demonstrates lack of confidence in counseling abilities during the session.	Shows some confidence but may appear hesitant or unsure at times.	Displays confidence in counseling abilities for the majority of the session.	Demonstrates strong confidence in counseling abilities throughout the session.	
Adheres to Multicultural Competencies and Ethical and Legal Standards	Lacks awareness or adherence to multicultural competencies and ethical standards.	Shows some awareness of multicultural issues but may not consistently adhere to standards.	Demonstrates awareness of multicultural issues and ethical standards.	Adheres to multicultural competencies and ethical standards consistently.	
Summarizes Session Before Wrapping Up	Does not provide a session summary or provides an ineffective summary.	Attempts to summarize session content but lacks clarity or completeness.	Summarizes session content adequately to review key points with client.	Provides a clear and effective summary of the session content before concluding.	
Maintains Professionalism throughout Session	Displays unprofessional behavior or demeanor during the session.	Shows some aspects of professionalism but may be inconsistent.	Generally, maintains professionalism in interactions and demeanor.	Maintains high level of professionalism throughout the session.	
Total Points					

Student Self-Evaluation

Please self-evaluate yourself as to how you did during your counseling session. Please be thorough and avoid one-word answers.

	Counseling Skills	# of Times Demonstrated	Comments
1	Positive Regard/Genuine /Empathy And Validation.		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Active Listening		
4	Appropriately uses Supportive Confrontation		
5	Uses Silence Appropriately		
6	Restatements		
7	Verbal Following		

8	Paraphrase		
9	Summary		
10	Reflection of Feeling		
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12	Uses Opened Ended Questions Appropriately and on a Minimal Basis		
13	Sharing-Feedback/Here-and-Now		
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19	Appropriate Pacing		
20	Use of Ethics and Multicultural Competence		
	Theory	# of Times Demonstrated	Comments
22	Assessment Using Theory		
23	Uses 1 Theoretically Based Technique		
24	What theory was used and how did it help manage the session?		
	Inappropriate Items	# of Times Demonstrated	Comments
25	Sympathy/Reassuring		
26	Advising		
27	Judging		
28	Educating/Teaching		

29	Going for the Solution		
30	Interrogating		
31	Lengthy Descriptive Statements		
32	“Why” questions		
33	Too many “How does that make you feel?”		
34	Shifting Topics		
35	Third Person Counseling - Someone not in session		
36	Not giving yourself time to think		
37	Getting ahead of client		
38	Poor balance of reflections/ questions/ restatements		
39	Uses Closed Questions		

Recorded Session Transcript Grading Rubric (Possible 24 pts.)

Criteria	1 – Improvement Needed	2 – Developing	3 – Proficient	4 – Accomplished
Transcript Submission	Student provided an incomplete transcript for the session.	Student provided a transcript with major errors.	Student provided a transcript with minor errors.	Student provided a transcript with no errors.
Counselor, Client, and Skill Identification	Student provided only one of the three required elements (counselor, client, skill).	Student provided two of the three required elements.	Student provided all three required elements (counselor, client, skill).	Student provided all three required elements with only minor template usage errors.
Insight into Skill Identification	Student identified few skill identifications.	Student identified skills with major errors.	Student identified skills with moderate errors.	Student identified skills accurately with minor errors and demonstrated higher-order skill correction.
Theory and Technique Utilized	Student did not correctly identify theory or technique.	Student identified either theory or technique, but not both, and was incorrect in part.	Student identified both theory and technique, with minor errors.	Student identified both theory and technique correctly.
Following the Example Provided	Student did not follow the template.	Student had major errors throughout the assignment.	Student had moderate errors throughout the assignment.	Student had minor errors throughout the assignment.
Total Points				/24

Appendix C

Reflection Paper (20 points)

Criterion	1 – Outstanding (1.00)	2 – Mastered Basic Skills (0.75)	3 – Developing (0.50)	4 – Deficits (0.25)
Evaluation of Counseling Relationship and Role	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; strong attention to diversity issues and client acceptance of goals.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals.	Minor problems in evaluation of relationship and client responsiveness; misses minor issues.	Significant problems in evaluation of relationship, counselor role, and client responsiveness; misses critical issues.
Evaluation of Personal Reactions	Outstanding rationales for intervention, theory, and assessment approach. Thoughtful analysis of consistency with model and cultural congruency.	Clear rationales for intervention, theory, and assessment approach. Clear analysis of consistency with model and cultural congruency.	Vague or unclear rationales for intervention, theory, and assessment approach. Limited analysis of consistency with model and cultural congruency.	Problematic or unsupported rationales for intervention, theory, and assessment approach. Poor or absent analysis of consistency with model and cultural context.
Evaluation of Legal & Ethical Issues	Outstanding analysis of legal and ethical issues; identifies areas for improvement; provides thoughtful rationales for ethical decisions.	Clear analysis of legal and ethical issues; identifies major issues and how to improve; provides rationales for ethical decisions.	Minor problems in analysis of legal and ethical issues; misses one or more problem areas; unclear rationales.	Significant problems in analysis of legal and ethical issues; fails to identify critical issues; poor or missing rationales.
Evaluation of Socio-cultural and Equity Issues	Thoughtful understanding of diversity, equity, and advocacy issues; includes proposed advocacy efforts.	Clear understanding of diversity, equity, and advocacy issues.	Minor problems or omission of 1–2 issues related to diversity, equity, or advocacy.	Significant issues related to diversity, equity, or advocacy are not addressed.
Evaluation of Clinical Skill	Outstanding insight into strengths, weaknesses, and effectiveness without over- or underestimating performance.	Clear insight into strengths, weaknesses, and effectiveness in session.	Vague or unclear description of strengths, weaknesses, or effectiveness; minor over/understatement.	Significant difficulty assessing clinical ability or effectiveness; key issues not identified.
Plan and Priorities	Highly detailed improvement plan; prioritization shows strong insight into self and counseling process.	Clear and sufficiently detailed improvement plan; prioritization shows useful insight.	Minor issues with improvement plan; prioritization shows limited insight.	Significant problems with improvement plan; prioritization shows lack of insight.

Criterion	1 – Outstanding (1.00)	2 – Mastered Basic Skills (0.75)	3 – Developing (0.50)	4 – Deficits (0.25)
Quality of Writing	Engaging, clear, concise, professional writing with minimal grammatical errors.	Clear, concise professional writing with minor grammatical errors.	Writing is sometimes unclear, wordy, or inconsistent; limited professional tone.	Writing is unclear with frequent grammatical errors; ideas are difficult to follow.
APA Format	1–2 minor APA errors; overall correct formatting.	Few minor APA errors; generally follows format.	Numerous APA errors and inconsistencies.	Major APA errors throughout assignment.
Total Score				/20

Appendix D

Mandatory Weekly Zoom Meeting Attendance Rubric (30 Points Total)

Attendance at all weekly Zoom meetings is expected and required.

Because Advanced Counseling Skills is experiential and skills-based, missed meetings cannot be fully recreated outside of class. Attendance and active participation are essential to successful completion of the course.

Attendance	Description	Points
10/10 meetings attended	Present, on time, camera on, and actively engaged in discussion and skills practice each week.	30
9/10 meetings attended	One absence. Student misses important experiential learning and peer interaction.	24
8/10 meetings attended	Two absences. Attendance significantly impacts participation and skill development.	18
7/10 meetings attended	Three absences. Student demonstrates inadequate participation in required learning experiences.	12
6/10 meetings attended	Four absences. Student has missed a substantial portion of required instruction and practice.	6
5 or fewer meetings attended	Excessive absences resulting in failure to meet course expectations for participation and engagement.	0

Additional Expectations:

- Students are expected to arrive on time and remain for the full Zoom session.
- Cameras should remain on at all times.
- Repeated tardiness, early departures, or lack of participation may affect attendance credit for the meeting.