



**Midwestern State University**  
Gordon T. & Ellen West College of Education

**Course Title:** Advanced Counseling Skills and Techniques  
**Course Number:** COUN 5283  
**Semester Credits:** 3

**Professor:** Dr. Wendy Helmcamp  
**Office:** BH 327  
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**Office Hours:** M-Th 8:30-10:30 am

**Semester:** Spring '22 16/17 Weeks  
**Classroom:** Online  
**Class Format:** Online

**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 12 hours. During holidays and weekends, I will respond within 24 hours. Please do not hesitate to contact me.

**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.

## I. 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 the course as needed.

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

## II. 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 COUN 5690—Practicum in Counseling.

## III. REQUIRED TEXTBOOK

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

## IV. COURSE OBJECTIVES

### Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

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

1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (KPI)

1.j. technology's impact on the counseling profession

1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)

3.h. a general framework for understanding differing abilities and strategies for differentiated interventions (KPI)

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

5.a. theories and models of counseling (KPI)

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

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

5.e. the impact of technology on the counseling process

5.f. counselor characteristics and behaviors that influence the counseling process

5.g. essential interviewing, counseling, and case conceptualization skills (KPI)

5.h. developmentally relevant counseling treatment or intervention plans

5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)

- 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- 5.l. suicide prevention models and strategies
- 5.n. processes for aiding students in developing a personal model of counseling
- 7.b. methods of effectively preparing for and conducting initial assessment meetings
- 7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7.d. procedures for identifying trauma and abuse and for reporting abuse
- 9.1.b. theories and models related to clinical mental health counseling (KPI)
- 9.2.f. impact of crisis and trauma on individuals with mental health diagnoses
- 9.2.1. legal and ethical considerations specific to clinical mental health counseling
- 9.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 9.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues (KPI)

### 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.

## V. COURSE EXPECTATIONS

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

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

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. 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 the diversity

that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

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

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in 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.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

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

**Attendance:** You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs to include at least five sentences.

**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. Or you may email me your assignment the same day it is due. Any late papers will be lowered **10%**. 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.

**V. SEMESTER COURSE OUTLINE**

<b>Class Dates</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
<b>1. Week of Monday, January 10<sup>th</sup>, 2022 – Sunday, January 16<sup>th</sup>, 2022</b>	<ul style="list-style-type: none"> <li>• Syllabus Review; You may work ahead.</li> <li>• Section One through Five pages 1-126.</li> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>All Zoom Meetings will be on Thursday from 6-7 pm unless otherwise noted</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section One through Five pages 1-126.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>All Zoom Meetings will be on Thursday from 6-7 pm unless otherwise noted</b></li> </ul>
<b>2. Week of Monday, January 17<sup>th</sup>, 2022 – Sunday, January 23<sup>rd</sup>, 2022</b>	<ul style="list-style-type: none"> <li>• Section One through Five pages 1-126.</li> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section One through Five pages 1-126.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<b>3. Week of Monday, January 24<sup>th</sup>, 2022 – Sunday, January 30<sup>th</sup>, 2022</b>	<ul style="list-style-type: none"> <li>• Section One through Five pages 1-126.</li> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section One through Five pages 1-126.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<b>4. Week of Monday, January 31<sup>st</sup>, 2022 – Sunday, February 6<sup>th</sup>, 2022</b> <b>KPI: 5.a, 5.g, 5.j, and 9.1.b.</b> <b>Turn in to Tk20 and D2L</b>	<ul style="list-style-type: none"> <li>• Section One through Five pages 1-126.</li> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Turn in Theories and Techniques Paper Appendix C to Tk20 Link and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section One through Five pages 1-126.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Turn in Theories and Techniques Paper Appendix C to Tk20 Link and D2L</b></li> </ul>
<b>5. Week of Monday, February 7<sup>th</sup>, 2022 –</b>	<ul style="list-style-type: none"> <li>• Section Six through Nine pages 127-240.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section Six through Nine pages 127-240.</li> </ul>

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<p><b>Sunday, February 13<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p><b>6. Week of Monday, February 14<sup>th</sup>, 2022 – Sunday, February 20<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Section Six through Nine pages 127-240.</li> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section Six through Nine pages 127-240.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p><b>7. Week of Monday, February 21<sup>st</sup>, 2022 – Sunday, February 27<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Section Six through Nine pages 127-240.</li> <li>• <b>Mandatory Weekly Zoom on Wednesday 6-7 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom on Wednesday 6-7 pm</b></li> <li>• Section Six through Nine pages 127-240.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p><b>8. Week of Monday, February 28<sup>th</sup>, 2022 – Sunday, March 6<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Section 10 and 11 pages 241-285</li> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section 10 and 11 pages 241-285</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p><b>9. Week of Monday, March 7<sup>th</sup>, 2022 – Sunday, March 13<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Section 10 and 11 pages 241-285</li> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section 10 and 11 pages 241-285</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p><b>10. Week of Monday, March 14<sup>th</sup>, 2022 – Sunday, March 20<sup>th</sup>, 2022</b> <b>Spring Break!</b></p>	<ul style="list-style-type: none"> <li>• Nothing is due this week, not even a discussion board post, or reply. Use this time to catch up on your reading or work ahead on assignments.</li> <li>• <b>No Zoom this week</b></li> </ul>	<ul style="list-style-type: none"> <li>• Nothing is due this week, not even a discussion board post, or reply. Use this time to catch up on your reading or work ahead on assignments.</li> <li>• <b>No Zoom this week</b></li> </ul>
<p><b>11. Week of Monday, March 21<sup>st</sup>, 2022 – Sunday, March 27<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Section 10 and 11 pages 241-285</li> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• Section 10 and 11 pages 241-285</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p><b>12. Week of Monday, March 28<sup>th</sup>, 2022 –</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>

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<p><b>Sunday, April 3<sup>rd</sup>, 2022</b></p> <p><b>KPI: 1k, 3h, 5a, 5g, 5j, 9.1b, and 9.3b.</b> <b>Turn in to TK 20 and D2L</b> <b>Turn to Tk20 and D2L</b></p>	<ul style="list-style-type: none"> <li>• <b>Email via google drive your 45-minute mock counseling session video.</b></li> <li>• <b>Turn in CLMH Observation form to Tk20 and D2L</b></li> <li>• <b>Turn in video/observation consent form to D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Email via google drive your 45-minute mock counseling session video.</b></li> <li>• <b>Turn in CLMH Observation form to Tk20 and D2L</b></li> <li>• <b>Turn in video/observation consent form to D2L</b></li> </ul>
<p><b>13. Week of Monday, April 4<sup>th</sup>, 2022 – Sunday, April 10<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Be working on your transcript.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Be working on your transcript.</b></li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p><b>14. Week of Monday, April 11<sup>th</sup>, 2022 – Sunday, April 17<sup>th</sup>, 2022</b></p> <p><b>1k, 5c, 5f, 5n, 9.1b, and 9.3b.</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Turn in Recorded Session Transcript Appendix E to D2L</b></li> <li>• <b>Zoom on Wednesday from 6-7 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Zoom on Wednesday from 6-7 pm</b></li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Turn in Recorded Session Transcript Appendix E to D2L</b></li> </ul>
<p><b>15. Week of Monday, April 18<sup>th</sup>, 2022 – Sunday, April 24<sup>th</sup>, 2022</b></p> <p><b>KPI 1i, and 9.1b. Turn in to D2L and TK 20.</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Turn in Reflection Paper and Live Interview Evaluation Appendix F to Tk20 and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Turn in Reflection Paper and Live Interview Evaluation Appendix F to Tk20 and D2L</b></li> </ul>
<p><b>16. Week of Monday, April 25<sup>th</sup>, 2022 – Sunday, May 1<sup>st</sup>, 2022</b></p> <p><b>1c, 1i, 1j, 1k, 3h, 3i, 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5k, 5n, 7b, 7c, 7d, 9.1b, 9.2f, 9.2l, 9.3a, and 9.3b. Turn into D2L</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Turn in Reflection Mandatory Zoom Meeting Appendix B to D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mandatory Weekly Zoom</b></li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Turn in Reflection Mandatory Zoom Meeting Appendix B to D2L</b></li> </ul>

## VII. 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: (15 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or 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. Follow directions to get full points each week. Late work will not be accepted. (See Appendix A) **1c, 1i, 1j, 1k, 3h, 3i, 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5k, 5n, 7b, 7c, 7d, 9.1b, 9.2f, 9.2l, 9.3a, and 9.3b.**

**Reflection of Mandatory Zoom Meeting: (24 pts.)** Students must attend all zoom meetings. Students are **NOT** allowed to miss this meeting, as it is a mandatory requirement for this course. **Students will write a one-page reflection paper (use template in D2L) to discuss their experience with zoom supervision.** This is preparation for the mandatory zooms for supervision meetings lasting 90 minutes during their three semesters of clinical hours (Practicum, Internship I, and Internship II). During these meetings, we will review important topics such as ethical standards, utilizing technology, evaluation and feedback, diverse intervention usage, theories and models of counseling, the role of the counselor, interviewing, counseling, and case conceptualization, treatment plans, evidenced-based counseling strategies, advocacy, risk and suicide prevention strategies, personal model of counseling, assessment, and testing, third party reporting, and psychosocial (See Appendix B). **1c, 1i, 1j, 1k, 3h, 3i, 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5k, 5n, 7b, 7c, 7d, 9.1b, 9.2f, 9.2l, 9.3a, and 9.3b. Turn into D2L.**

**Theories and Techniques Paper: (16 pts.)** Students will write an academic paper showing the knowledge gained from the textbook, other textbooks, and academic articles throughout the course. Students must pick a theory to discuss, including techniques within their paper. 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. **This assignment will be uploaded to Tk20 and D2L (See Appendix C) KPI: 5.a, 5.g, 5.j, and 9.1.b.**

**Mock Counseling Video and CLMH Observation Form: (20 pts.)** Students will record themselves via zoom doing a **45-minute** counseling session with a peer from class. They must also fill out the skills' analysis reflection form on themselves and turn that in as well. They will need to 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. Students are not qualified to give actual counseling assistance, so try to avoid topics such as abuse, trauma, etc. Students will turn in their



recorded counseling session to D2L, or it can be emailed through google drive if the file is too big. Students must assess themselves using the skills' analysis reflection form. Students must make sure that there is a beginning, with mentioning informed consent, actual theory during the session, and usage of open-ended questions (not just closed-ended, also known as yes or no questions). Please see the grading rubric for the specific requirements (See Appendix D). **TK 20 KPI: 1k, 3h, 5a, 5g, 5j, 9.1b, and 9.3b. Turn in to TK 20 and D2L.**

**Recorded Session Transcript: (20 pts.)** Students will type out the transcript over 15-minutes of video of their 45 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 the theory utilized within the session, which counseling skills they utilized during the exchanges (use CLMH Observation Form for assistance) and the techniques within the theory that they implemented (example: scaling, reframing, miracle question, etc.) (See Appendix E). **1k, 5c, 5f, 5n, 9.1b, and 9.3b.**

**Reflection Paper and Live Interview Evaluation (5 pts.):** Please evaluate your performance overall throughout the semester using the following rubric and paper outline. Your paper must be in APA 7 format. The assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables, etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluations from supervisors. There is no page requirement, but please use APA 7 Style (See Appendix F). **TK 20 KPI 1i, and 9.1b. Turn in to D2L and TK 20.**

1. Online Assignments and Comments	15
2. Reflection of Mandatory Zoom Meeting	24
3. Theories and Techniques Paper <b>TK 20</b>	16
4. Mock Counseling Video and CLMH Observation Form <b>TK 20</b>	20
5. Recorded Session Transcript	20
6. Reflection Paper and Live Interview Evaluation <b>TK 20</b>	5
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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

**VIII. 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.

## **IX. 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:**

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

**Midwestern State University Counseling Program Objectives:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. 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
3. Address student learning
4. 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 changes: January 13<sup>th</sup>, 2022, Check date on [Academic Calendar](#).  
Deadline to file for graduation: February 14<sup>th</sup>, 2022, Check date on [Academic Calendar](#).  
Last Day to drop with a grade of “W:” March 21<sup>st</sup>, 2022, only for full term courses 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) exist 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](#)

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

## X. 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 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/>

**XI. APPENDICES**

**Appendix A**

**Online Assignments and Comments (15 pts.)**

**CACREP Standards Addressed:**

**1c, 1i, 1j, 1k, 3h, 3i, 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5k, 5n, 7b, 7c, 7d, 9.1b, 9.2f, 9.2l, 9.3a, and 9.3b.**

**Rubric of Online Assignments and Comments (Possible 10 Pts.)**

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	<b>Week 1 (1pt)</b>	
_____	<b>Week 2 (1pt)</b>	
_____	<b>Week 3 (1pt)</b>	
_____	<b>Week 4 (1pt)</b>	
_____	<b>Week 5 (1pt)</b>	
_____	<b>Week 6 (1pt)</b>	
_____	<b>Week 7 (1pt)</b>	
_____	<b>Week 8 (1pt)</b>	
_____	<b>Week 9 (1pt)</b>	
_____	<b>Week 10 (1pt)</b>	
_____	<b>Week 11 (1pt)</b>	
_____	<b>Week 12 (1pt)</b>	
_____	<b>Week 13 (1pt)</b>	
_____	<b>Week 14 (1pt)</b>	
_____	<b>Week 15 (1pt)</b>	

**Total Points Earned**      \_\_\_\_\_ / 15 points

**Appendix B**

**Reflection of Mandatory Zoom Meeting: (24 pts.)**

**CACREP Standards Addressed:**

**1c, 1i, 1j, 1k, 3h, 3i, 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5k, 5n, 7b, 7c, 7d, 9.1b, 9.2f, 9.2l, 9.3a, and 9.3b.**

**Turn in to D2L.**

**Please view template on D2L.**

**Page One:** APA 7 Cover Page.

**Page Two:** Reflection of information covered during the course.

**Page Three:** Reference page (If you don't reference anything, you may delete this page).

**Mandatory Zoom Meeting Rubric (Possible 24 Pts.)**

Criterion	.25 Improvement Needed	5 Developing	.75 Proficient	1 Accomplished	Pts
Week 1 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 2 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 3 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 4 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 5 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 6 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 7 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 8 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 9 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 11 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 12 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 13 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 14 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 15 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 16 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 17 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
<b>Criterion</b>	<b>Improvement Needed</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	
	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	
Reflection content of the information covered within the course.	Did not turn in.	Partially turned in.	Brief reflection turned in.	Thorough reflection of information covered within the course.	
<b>Total Points Awarded</b>		<b>Out of</b>		<b>24</b>	

**Appendix C**

**Theories and Techniques Paper: (16 pts.)**

**Turn in peer evaluations to D2L and Tk20.**

**CACREP Standards Addressed:**

**KPI: 5.a, 5.g, 5.j, and 9.1.b.**

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

<b>Criteria</b>	<b>1 Improvement Needed</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>Pts</b>
Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role. <b>9.1.b</b>	Student inaccurately describes the importance of self-awareness or demonstrates boundary violations in depiction of the counseling role.	Appropriately describes 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. <b>5.j</b>	Student did not give Does not demonstrate knowledge of how to appropriately observe and assess the client or the importance of 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. <b>5.a</b>	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. <b>5.g</b>	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.	
<b>Total points out of 16</b>					



**Appendix D**

**Mock Counseling Video and CLMH Observation Form: (20 pts.)**

**Turn in to Tk 20 and D2L.**

**CACREP Standards Addressed:**

**TK 20 KPI: 1k, 3h, 5a, 5g, 5j, 9.1b, and 9.3b.**

**MSU Texas Clinical Mental Health Counseling Skills Rating Form  
(Form for the Professor)**

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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		
11	Closed Questions		
12	Open-ended Questions		
13	Sharing-Feedback/Here-and-Now		
14	Requests for Clarification		
15	Paraphrase		

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16	Summarization		
17	Acknowledge Nonverbal Bx		
18	Selective Attention		
19	Culturally Appropriate Behavior		
20	Pacing		
21	Considering Alternatives		
22	Observing Themes/Patterns		
	<b>Theory</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
23	Assessment Using Theory		
24	Use of Techniques w/ Theory		
25	Managing Session Using Theory		
	<b>Inappropriate Items</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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		

**MSU Texas Clinical Mental Health Counseling Skills Student Rating Form**  
**(Form for the Student)**

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

<i>Counseling Skills</i>	<b>Comments</b>
<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>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>	

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<i>Observing Themes/Patterns</i>	
<b>Theory</b>	<b>Comments</b>
<i>Assessment Using Theory</i>	
<i>Use of Techniques w/ Theory</i>	
<i>Managing Session Using Theory</i>	
<b>Inappropriate Items</b>	<b>Comments</b>
<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>	
<b>Supervision</b>	<b>Comments</b>
<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 Counseling Session (Possible 20 Pts.)**  
**(Form for the Professor)**

<b>Skill</b>	<b>0</b>	<b>1</b>	<b>Pts</b>
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			
Uses closed-ended questions			
Uses open-ended questions			
Is able to summarize what the client is saying			
Introduces reframing skills			
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			
<b>Total points out of 20</b>			

**Appendix E**

**Recorded Session Transcript: (20 pts.)**

**Turn in to D2L.**

**CACREP Standards Addressed:**

**1k, 5c, 5f, 5n, 91.b, and 9.3b.**

**Recorded Session Transcript Grading Rubric (Possible 20 pts.)**

<b>Skill</b>	<b>Improvement Needed 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>	<b>Excellence 5</b>	<b>Pts</b>
<b>Student provided transcript for their session.</b>	Student did not provide transcript for 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.	
<b>Student provided counselor, client, and skill identification.</b>	Student did not provide counselor, client, or skill identification interactions.	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.	
<b>Student showed insight into skill identification.</b>	Student did not identify skill identification.	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.	
<b>Student identified theory and technique utilized.</b>	Student did not identify theory or technique.	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.	
<b>Total points out of 20</b>						

**Appendix F**

**Reflection Paper and Live Interview Evaluation (5 pts.)**

**Turn in to TK 20 and D2L.**

**CACREP Standards for the assignment.**

**TK 20 KPI 1i, and 9.1b.**

**Reflection Paper (5 pts.) Use template in D2L.**

Please evaluate your performance over all throughout the semester using the following rubric and paper outline. Your paper must be in APA format. Assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluations from supervisors. The rubric I will use to evaluate you is below. There is no page requirement, but please use APA Style.

Criterion	.25 Improvement Needed	5 Developing	.75 Proficient	1 Accomplished	Pts
Counseling Relationship Personal Reactions Rational	Student did not complete these sections of their reflection paper.	Student briefly addressed these sections of their reflection paper.	Student addressed these sections of their reflection paper, but not to the standard of the template.	Student addressed these sections of their reflection paper, and to the standard of the template.	
Ethics and Legality Counseling Session Multicultural and Diversity	Student did not complete these sections of their reflection paper.	Student briefly addressed these sections of their reflection paper.	Student addressed these sections of their reflection paper, but not to the standard of the template.	Student addressed these sections of their reflection paper, and to the standard of the template.	
Clinical Skills Professional Developmental Plan Summary	Student did not complete these sections of their reflection paper.	Student briefly addressed these sections of their reflection paper.	Student addressed these sections of their reflection paper, but not to the standard of the template.	Student addressed these sections of their reflection paper, and to the standard of the template.	
Academic Writing APA 7 Format Appropriate Grammar	Student's Reflection paper had major errors in academic writing, APA 7 formatting, and appropriate grammar.	Student's Reflection paper had moderate errors in academic writing, APA formatting, and appropriate grammar.	Student's Reflection paper had minor errors in academic writing, APA formatting, and appropriate grammar.	Student's Reflection paper had little to no errors in academic writing, APA formatting, and appropriate grammar.	
Live Interview Self-Evaluation	Student did not complete their live interview self-evaluation.	Student partially completed their live interview self-evaluation.	Student completed their live interview self-evaluation but did not seem to put a lot of thought into answers.	Student completed their live interview self-evaluation and seemed to take time to put thought into their evaluation answers.	
<b>Total Points 5</b>					

**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
<b>Counseling Relationship</b>	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.	Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including culture, age, SES, education, etc.	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant diversity issues. Weakness of relationship makes progress unlikely.		
<b>Attention to Client Needs and Diversity</b>	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.		
<b>Explain Practice Policies</b>	Skillful explanation of practice setting	Explains basic practice setting rules, fees, rights,	Minor problems explaining	Significant problems explaining		



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	rules, fees, rights, confidentiality, and its limits; uses opportunity to establish working relationship; good use of self; clearly understands practice policies.	confidentiality, and its limits; uses opportunity to build basic rapport; understands major practice policies.	practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies.	practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.		
<b>Consent to Treatment</b>	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.		
<b>Client Assessment</b>	Thoughtful assessment of client and system, including biopsychosocial history, mental health history, family history; thoughtful adaptation to development level; obtains problem description from each involved party.	Clear assessment of client and system, including biopsychosocial history, mental health history, family history; adapts to development level; obtains problem description from each involved party in room.	Minor problems with assessment of 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.	Significant problems with assessment of client and system, missing one or more areas: biopsychosocial history, mental health history, family history; ignores developmental level; obtains only one view of problem.		
<b>Content VS Process</b>	Thoughtful ability to distinguish content from process; able to track process while attending to content and developing at least one intervention that	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.	Sidetracked one or more times with content but at some point, able to return focus to process	Mistakes content for significant process issue. Unable to track process and session loses impact due to focus on content.		

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	attends to process.					
<b>Time Management</b>	Outstanding use of time management from beginning to end of session; no sense of rush.	Good use of time management from beginning to end of session; ends on time.	Minor problems with timing management; no more than 5 minutes over; may have minor feeling of rush.	Significant problems with time management; session more than 5 minutes over; feels rushed.		
<b>Psychoeducation and Recovery Services</b>	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of recovery services.	Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of recovery services.	Minor problems with delivering psychoeducational and/or recovery information and/or insufficient information imparted.	Significant problems with delivering psychoeducational and recovery information; does not provide any information or provides incorrect information.		
<b>Participation in Class Discussions</b>	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.		
<b>Writing Ability and APA</b>	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		
<b>Total Points Out of 10</b>						

See how to write your paper below.

**Write Your Paper Based on the following Questions and the Rubric Above:**

Evaluate your skills by answering the following questions. Cite professional as necessary to support your answer.

1. Evaluate how you developed a *counseling relationship* with clients. How effective were you? How does this fit within your broader understanding of your professional identity? Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*
2. Evaluate your *personal reactions* to the clients and counseling process and how they may have affected treatment dynamics. Include strengths and areas for improvement.
3. Describe and evaluate your *rationales* for (a) choice of theory, (b) assessment approach, and (c) interventions, including an analysis of how these choices fit with client needs. Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*
4. Evaluate your handling of *legal, ethical, and crisis issues*. Include strengths and areas for improvement.
5. Evaluate the *treatment and session outcome of your observed session*. How effective was this session and why? Include strengths and areas for improvement.
6. Evaluate the *larger socio-cultural and equity issues*, including marginalization, racism, sexism, developmental issues, poverty, access to services, etc., that may be affecting your clients at your site. How would you address these in future sessions and/or through advocacy efforts? *Cite professional literature as necessary to support your answer.*
7. Evaluate your overall *clinical skills*. Include strengths and areas for improvement.
8. Develop a *Professional Development Plan* with a prioritized list of areas for improvement with the most critical area listed first. For each area, include a step-by-step plan for improvement.

*Typing Instructions: Use APA format*

- Include APA 7 coversheet
- APA 7 Headings and Subheadings
- Double-space, use APA paragraph formatting and margins
- Use in-text citations and references as needed to support your ideas,
- APA 7 Reference Page

**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)

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits	NA	Points Awarded
<b>Evaluation of Counseling Relationship and Role</b>	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; 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 with evaluation of relationship, client responsiveness; misses minor issues.	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.		
<b>Evaluation of Personal Reactions</b>	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.		
<b>Evaluation of Legal &amp; Ethical Issues</b>	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.		
<b>Evaluation of Socio-cultural and Equity Issues</b>	Thoughtful understanding of diversity, equity, and advocacy	Clear understanding of diversity and	Minor problems or missed 1-2 issues related to	One or more significant issues not addressed.		

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	issues. Includes some proposed advocacy effort.	equity and advocacy issues.	diversity, equity, and/or advocacy.			
<b>Evaluation of Clinical Skill</b>	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.		
<b>Plan and Priorities</b>	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 counseling process.		
<b>Quality of Writing</b>	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.		
<b>Participation in Class Discussions</b>	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.		
<b>Professional Identity</b>	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.		
<b>APA Format</b>	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.		
<b>Total Out of 10</b>						

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