



**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. Tara Fox  
**Office:** Online  
**E-mail:** [tara.fox@msutexas.edu](mailto:tara.fox@msutexas.edu)  
**Office Hours:** Online

**Semester:** Summer I 2021 5 Weeks  
**Class Room:** Online  
**Class Format:** Online

**In this Syllabi you will find:**

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

**Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 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.**

**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 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.

## 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 located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

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

**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 the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount 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**

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of            Tuesday June            1st 2021 –            Sunday June 6<sup>th</sup>            2021</p>	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review your Syllabus</li> <li>• Class instructions on the discussion board.</li> <li>• Section One through Five pages 1-126.</li> </ul> <p><b>Go through syllabus and plan out the next 5 weeks, you may work ahead and turn in assignments early. The meetings on Wednesday evening from 6-7pm are MANDATORY, you are not allowed to miss. They will be held via zoom.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read</b> Sections One through Five pages 1-126.</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> </ul>
<p>2. Week of            Monday June            7<sup>th</sup> 2021 –            Sunday June            13<sup>th</sup> 2021</p> <p>5a, 5c, 5e, 5f, 5n,            7b, 9.1b, 9.3a, and            9.3b.</p>	<ul style="list-style-type: none"> <li>• Section Six through Nine pages 127-240.</li> <li>• <b>Be working on your assignments.</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Section Six through Nine pages 127-240.</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Be working on your assignments</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> </ul>
<p>3. Week of            Monday June            14<sup>th</sup> 2021 –            Sunday June            20<sup>th</sup> 2021</p> <p>5a, 5c, 5e, 5f, 5n, 7b,            9.1b, 9.3a, and 9.3b.</p>	<ul style="list-style-type: none"> <li>• Section 10 and 11 pages 241-285</li> <li>• <b>Be working on your assignments.</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Section 10 and 11 pages 241-284.</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Be working on your assignments</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> </ul>

<p><b>4. Week of Monday June 21st 2021 – Sunday June 27th 2021</b></p> <p>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. <b>KPI: 5.a, 5.g, 5.j, and 9.1.b.</b></p>	<ul style="list-style-type: none"> <li>• <b>Everything is due starting this week!</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> <li>• <b>Reflection of Mandatory Wednesday Evening Group from 6-7pm Appendix B Turn in to D2L</b></li> <li>• <b>Theories and Techniques Paper Appendix C</b></li> <li>• <b>Session Video and Skills Evaluation Form Appendix D turn in to TK 20 and D2L</b></li> <li>• <b>Recorded Transcript Session Appendix E turn into D2L</b></li> <li>• <b>Reflection Paper and Live Interview Appendix F turn in to TK 20 and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> <li>• <b>Start Turning Everything In!</b></li> <li>• <b>Reflection of Mandatory Zoom Reflection Appendix B turn in to D2L</b></li> <li>• <b>Session Video and Skills Evaluation Form Appendix D turn in to TK 20 and D2L</b></li> <li>• <b>Recorded Transcript Session Appendix E turn into D2L</b></li> <li>• <b>Reflection Paper and Live Interview Appendix F turn in to TK 20 and D2L</b></li> </ul>
<p><b>5. Week of Monday June 28th 2021 – Thursday July 1st 2021</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Turn everything in!</b></li> <li>• <b>Reflection of Mandatory Wednesday Evening Group from 6-7pm Appendix B Turn in to D2L</b></li> <li>• <b>Session Video and Skills Evaluation Form Appendix D turn in to TK 20 and D2L</b></li> <li>• <b>Recorded Transcript Session Appendix E turn into D2L</b></li> <li>• <b>Reflection Paper and Live Interview Appendix F turn in to TK 20 and D2L</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Mandatory Wednesday Evening Group from 6-7pm</b></li> <li>• <b>Reflection of Mandatory Zoom Reflection Appendix B turn in to D2L</b></li> <li>• <b>Session Video and Skills Evaluation Form Appendix D turn in to TK 20 and D2L</b></li> <li>• <b>Recorded Transcript Session Appendix E turn into D2L</b></li> <li>• <b>Reflection Paper and Live Interview Appendix F turn in to TK 20 and 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: (10 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 be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. 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 Wednesday Zoom Meeting from 6-7pm: (24 pts.)** Students must attend all zoom meetings for Summer I. The dates for the meetings are as follows: **June 2, June 9, June 16, June 23, and June 30.** 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 at least five pages demonstrating the knowledge gained from the textbook, other textbooks, and academic articles throughout the course. Students must pick a theory to discuss including techniques to discuss 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.**

**Session Video and Skills Analysis Reflection Paper: (20 pts.)** Students will record themselves via zoom doing a **45-50** 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. Being students, neither one of you are 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 usage during the session, usage of open-ended questions (not just closed-ended aka yes or no questions). Please see the grading rubric to see all that needs addressed during the session. **(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 write out the transcript over 15-20 minutes of video of their 45-50 recorded session. Students will need to use the template to see how this is to be accomplished for this assignment. Student will need to identify which counseling skills they utilized during the exchanges. **(See Appendix E) 1k, 5c, 5f, 5n, 9.1b, and 9.3b.**

**Reflection Paper and Live Interview Evaluation (10 pts.):** 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. There is no page requirement, but please use APA Style **(See Appendix F) TK 20 KPI 1i, and 9.1b. Turn in to D2L and TK 20.**

1. Online Assignments and Comments	10
2. Mandatory Wednesday Zoom Meeting from 6-7pm	24
3. Theories and Techniques Paper <b>TK 20</b>	16
4. Session Video and Skills Analysis Reflection Paper <b>TK 20</b>	20
5. Recorded Session Transcript	20
6. Reflection Paper and Live Interview Evaluation <b>TK 20</b>	10
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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.

**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

## **X. RESOURCES**

### **READINGS:**

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.  
American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

### **WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>  
American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>  
American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

**XI. APPENDENCIES**

**Appendix A**

**Online Assignments and Comments (10 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.)**

**Points Earned                      Week    Comments**

\_\_\_\_\_                      **Week 1 (2pt)**  
\_\_\_\_\_                      **Week 2 (2pt)**  
\_\_\_\_\_                      **Week 3 (2pt)**  
\_\_\_\_\_                      **Week 4 (2pt)**  
\_\_\_\_\_                      **Week 5 (2pt)**

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\_\_\_\_\_  
\_\_\_\_\_

**Total Points Earned**                      \_\_\_\_\_ / 10 points

**Appendix B**

**Reflection of Mandatory Wednesday Zoom Meeting from 6-7pm: (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 reference anything, if you don't you may delete this page).

**Mandatory Wednesday Zoom Meeting from 6-7pm Rubric (Possible 24 Pts.)**

Criterion	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Week 1 June 2 <sup>nd</sup> attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 2 June 9 <sup>th</sup> attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 3 June 16 <sup>th</sup> attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 4 June 23 <sup>rd</sup> attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 5 June 30 <sup>th</sup> attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
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**

**Session Video and Skills Analysis Reflection Paper: (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>	
<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)**

Skill	0	1	Pts
Goes over informed consent			
Establishes rapport with the client			
Explores problem(s)			
Attends to basic needs of the client			
Congruent verbal and nonverbal behavior			
Uses active listening			
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>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Pts</b>
<b>Student provided transcript for the 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 (10 pts.)**

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

**CACREP Standards for the assignment.**

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

**Reflection Paper (10 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.

**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	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys	Minor problems developing counseling relationships and connecting with client. Struggles with communicating	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant		

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	clear sense of respect for all perspectives.	respect for all perspectives.	with client different from self, including culture, age, SES, education, etc.	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 rules, fees, rights, confidentiality and its limits; uses opportunity to establish working relationship; good use of self; clearly understands practice policies.	Explains basic practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to build basic rapport; understands major practice policies.	Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies.	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.		
<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 attends to process.	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.		
<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	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 recovery information and/or insufficient information imparted.	Significant problems with delivering psychoeducational and recovery information; does not provide any information or provides incorrect information.		

	recovery services.					
<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 effecting 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
Evaluation of Counseling	Outstanding evaluation of	Clear evaluation of counseling	Minor problems with evaluation	Significant problems with		

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<b>Relationship and Role</b>	counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.	relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals..	of relationship, client responsiveness; misses minor issues.	evaluation of relationship, client responsiveness; misses critical issues.		
<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 issues. Includes some proposed advocacy effort.	Clear understanding of diversity and equity and advocacy issues.	Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy.	One or more significant issues not addressed.		
<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	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into		

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		insight into self and counseling process.	counseling process.	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.**