



**COUN 5293 – Practicum**  
Midwestern State University  
Gordon T. & Ellen West College of  
Education Semester Credits: 3  
Summer 2026

**Instructor/Contact Information:**

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Office Hours: *by appointment*

**In this Syllabi you will find:**

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

**Instructor Response Policy**

During the week, I will respond within 24 hours. I will do my best to answer emails and phone calls as soon as possible. As professionals, we seek work-life balance and encourage you to do the same.

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

**Course Description**

**\*Designed as the culminating experience in the counseling program; provides 100 clock hours of counseling experience under the supervision of experienced personnel.** Required for the student seeking certification as a school counselor or licensure as a professional counselor. Clinical Mental Health students will be required to enroll in 3 hours of Practicum.

### Prerequisites:

Must have completed 39 hours, including COUN 5253, COUN 5273, and COUN 5283.

## Course Rationale

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. In this class students will obtain the required direct and indirect counseling hours in a supervised setting and will demonstrate knowledge and skills to prepare them for the field of counseling.

### **Liability Insurance**

Students must retain their own liability insurance before the start of the semester. We highly encourage students to purchase their liability insurance through becoming a member of American Counseling Association (ACA) <https://www.counseling.org/membership/faqs/> Students may use organizations like HPSO or CPH who offer student discounts. Students will **\*NOT** be allowed to begin gaining hours without active liability insurance. Students must send their liability insurance documents to their university supervisor (teaching professor) and their site- supervisor before gaining hours.

### **Required Text**

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

### **Course Objectives**

Knowledge and Skill Learning Outcomes: CACREP Standards

- Section 2: 1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- Section 2: 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- Section 2: 1.j. technology's impact on the counseling profession
- Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice
- Section 2: 1.m. the role of counseling supervision in the profession
- \*Section 2: 3.f. systemic and environmental factors that affect human development, functioning, and behavior

- Section 2: 5.c. theories, models, and strategies for understanding and practicing consultation
- Section 2: 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- Section 2: 5.e. the impact of technology on the counseling process
- Section 2: 5.f. counselor characteristics and behaviors that influence the counseling process
- Section 2: 5.g. essential interviewing, counseling, and case conceptualization skills
- Section 2: 5.h. developmentally relevant counseling treatment or intervention plans
- Section 2: 5.i. development of measurable outcomes for clients
- \*Section 2: 5.j. evidence-based counseling strategies and techniques for prevention and intervention
- Section 2: 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- Section 2: 5.l. suicide prevention models and strategies
- Section 2: 5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- Section 2: 5.n. processes for aiding students in developing a personal model of counseling
- Section 2: 6.b. dynamics associated with group process and development
- Section 2: 6.c. therapeutic factors and how they contribute to group effectiveness
- Section 2: 6.d. characteristics and functions of effective group leaders
- Section 2: 6.e. approaches to group formation, including recruiting, screening, and selecting members
- Section 2: 7.d. procedures for identifying trauma and abuse and for reporting abuse
- \*Section 2: 7.e. use of assessments for diagnostic and intervention planning purposes
- Section 3: B. Supervision of practicum and internship students includes program- appropriate audio/video recordings and/or live supervision of students' interactions with clients
- Section 3: J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Section 3: K Internship students complete at least 240 clock hours of direct service.
- Section 3: L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor.
- Section 3: M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- \*Section 5C: 1.b. theories and models related to clinical mental health counseling

- Section 5C: 1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- Section 5C: 2.a. roles and settings of clinical mental health counselors
- Section 5C: 2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- Section 5C: 2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- \*Section 5C: 2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- Section 5C: 2.i. legislation and government policy relevant to clinical mental health counseling
- Section 5C: 2.l. legal and ethical considerations specific to clinical mental health counseling
- Section 5C: 2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- Section 5C: 3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- \*Section 5C: 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5C: 3.c. strategies for interfacing with the legal system regarding court-referred clients
- Section 5C: 3.d. strategies for interfacing with integrated behavioral health care professionals
- Section 5C: 3.e. strategies to advocate for persons with mental health issues

### **KPI 5. Counseling Theories & Interventions**

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

#### Learning Objectives

1. Students will understand a variety of models and theories related to clinical mental health counseling, including the methods, models and principles of clinical supervision
2. Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
3. Students will understand professional issues relevant to the practice of clinical mental health counseling
4. Students will use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
5. Students will utilize best practices related to ethical counseling practices and multicultural counseling competencies.

## 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:

Students are expected to communicate in a professional and respectful manner in all online interactions. Communication should reflect the ethical standards of the counseling profession, including adherence to the American Counseling Association Code of Ethics (2014). Respectful engagement, thoughtful dialogue, and appropriate professional language are expected in all course communications.

### Inclusivity:

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

### Confidentiality:

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

### Academic Dishonesty:

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty

has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

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

#### Statement of Disability:

Disability Support Services (DSS) provides services to students with disabilities to 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 Disability Support Services is located at:  
Student Wellness Center  
Phone: 940-397-4140  
Email: [disabilityservices@msutexas.edu](mailto:disabilityservices@msutexas.edu)  
Website: [DSS Webpage](#)

#### 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.

#### Late Work:

All papers and assignments must be turned in the day they are due. If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **\*10%**. Late papers can only be turned in before the deadline for the following assignments.

Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

### Practicum:

Students must register for a 3-credit hour practicum. **\*Placements must begin and end in one academic semester (Fall, Spring, Summer) for the duration of at least 10 weeks for summer, and 16 weeks for fall and spring.** The practicum is the first experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised setting. A minimum of 100 hours is required for practicum. **\*In order to meet the 100 hours of field experience requirement, for summer students must gain a minimum of four (4) direct hours a week, and six (6) indirect hours a week on site. For fall/spring semesters, students must gain at a minimum of three (3) direct hours per week, and four (4) indirect hours per week. Students must get all placements approved by their professor of record.** Additionally, private practice, and home or field settings are only approved for by the instructor of record.

### Practicum Requirement Change Effective Spring 2026

Beginning Spring 2026, the Clinical Mental Health Counseling program will require students to complete a three-hour group counseling experience during practicum. These three hours must be obtained with the same group, logged in TK20, and approved by the site supervisor. If students are unable to complete the three hours during practicum, the requirement may be fulfilled during Internship I or Internship II.

### The students' practicum includes the following:

1. A **minimum** of 100 hours is required for practicum. Of the minimum 100 hours, at least 40 hours must be direct hours and 60 hours must be indirect hours.
2. It is required in practicum that students participate in facilitating a counseling group at their practicum site as part of their 40 direct hours.
  - a. **\*Policies on banked hours will change beginning August 2018. Students will NO longer be able to bank hours.** As stated in the *2016 CACREP General Accreditation Questions*, "CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600-clock internship requirement" ([CACREP Program FAQ's](#))
3. A minimum of **\*one hour per week** of individual on-site supervision from site supervisor each week students are present at the site.
4. An average of **\*one and one-half hours per week of group supervision** with other students in practicum with university supervisor.

5. Formal evaluations of students' performance will be submitted at mid-term and at the end of the semester by all supervisors (Site, University).
6. Students will conduct one 45-50-minute counseling session with a client for each semester of Practicum and Internship. The instructor will provide feedback to the student using the MSU Skills Rating form. Any skills strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. Students will receive a copy of the rating form. A video of a counseling session is required. For students who are unable to video tape at their site, the university supervisor (teaching profession) may video into the session to observe.

## SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. Week of June 1, 2026- June 7, 2026	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Class Instructions</li> <li>• Liability Insurance</li> <li>• Informed Consent</li> <li>• Progress Noting</li> <li>• Reporting to Agencies</li> <li>• Assessments</li> <li>• Crisis Intervention</li> <li>• Informed Consent</li> <li>• Case Conceptualizations</li> <li>• Psychosocial</li> </ul>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>
2. Week of June 8, 2026- June 14, 2026	<p>Treatment Planning</p> <p>Documentation</p> <p><b>Clinical case file-Client snapshot due</b></p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>
3. Week of June 15, 2026- June 21, 2026	<ul style="list-style-type: none"> <li>• ACA Codes of Ethics</li> <li>• State Codes of Ethics</li> <li>• Rural Ethical Issues</li> <li>• Telehealth Ethics</li> <li>• TAC Code</li> </ul> <p><b>Clinical Case File-diagnosis due</b></p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>

Class Dates	Class Topics	Assignments/Reading
<p><b>4. Week of June 22, 2026- June 28, 2026</b></p>	<ul style="list-style-type: none"> <li>• Understanding the Self</li> <li>• Self-Awareness</li> <li>• Professional Identity</li> <li>• Group versus Individual Counseling</li> </ul> <p><b>Clinical Case File-treatment plan due</b></p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>
<p><b>5. Week of June 29, 2026- July 5, 2026</b></p>	<p>Counseling Competencies: Multicultural Counseling Across Populations</p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>
<p><b>6. Week of July 6, 2026-July 12, 2026</b></p>	<p>Counseling Philosophy Evidence-based theory and techniques</p> <p><b>*Recorded Counseling Session Appendix D to D2L and Tk20 due</b></p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>
<p><b>7. Week of July 13, 2026- July 19, 2026</b></p>	<p><b>Clinical Case File-Theoretical Orientation</b></p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>
<p><b>8. Week of July 20, 2026- July 26, 2026</b></p>	<p>Post Conferences <b>Clinical Case File-Progress Note due</b></p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>
<p><b>9. Week of July 27, 2026- Aug. 2, 2026</b></p>	<p>Post Conferences <b>Clinical Case File-reflection due</b></p>	<p>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</p> <p><b>*Do Discussion Board, Post, and Comment</b></p>

<b>Class Dates</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
<b>10. Week of Aug. 3, 2026-Aug. 6, 2026</b>	<b>*Ensure that your Site Supervisor has completed their final evaluation on you on Tk20, not just saved but submitted. Due 8/6/26</b>	<b>*Tuesday Zoom Class Supervision Meeting 12:00-1:30 pm central</b>

## EVALUATION AND ASSIGNMENTS

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

### Discussion Board, and University Supervision: (150 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. Zoom Class Supervision Meetings are non-negotiable as they are a CACREP requirement for practicum and internship courses. These group meetings will be 90 minutes in length. **\*If you miss a meeting with your university group supervision or your site supervisor, you cannot count the hours for that week. (See Appendix A).**

2.1b, 2.1c, 2.1j, 2.1k, 2.1m, \*2.3f, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 2.5h, 2.5i, \*2.5j, 2.5k, 2.5l, 2.5m,

2.5n, 2.6b, 2.6c, 2.6d, 2.6e, 2.7d, \*2.7e, \*5C.1b, 5C.1c, 5C.2a, 5C.2b, 5C.2c, \*5C.2d, 5C.2i, 5C.2l, 5C.2m, 5C.3a, \*5C.3b, 5C.3c, 5C.3d, and 5C.3e. (Appendix A)

### Practicum Clinical Case File Portfolio (150 pts)

#### *Assignment Overview:*

Students will develop a comprehensive clinical case file demonstrating their ability to conceptualize a client using theoretical frameworks, diagnostic criteria, and evidence-based treatment planning. This assignment is designed to simulate real-world clinical thinking and documentation while maintaining strict confidentiality standards. No identifiable client information should be included. Students must use a pseudonym. CACREP Standards: 2.3f, 2.5j, 2.7e, 5C.1b, 5C.3b. (Appendix B)

Your case file should demonstrate your ability to think like a clinician by integrating theory, diagnosis, treatment planning, and reflection. You may choose your format (paper, slides, Canva, or recorded presentation), but all written components must follow APA 7 guidelines.

#### *Key Expectations:*

- Be concise and clinically sound, show your reasoning, not just your conclusions, connect theory to practice, and demonstrate growth as a counselor

### **1. Client Snapshot & Presenting Concerns**

Length: 1–2 pages

Students will introduce the client and provide a general overview of the presenting concerns and background information gathered during the intake and early counseling sessions.

**Include:**

- Pseudonym
- Age range/gender identity (generalized)
- Presenting concerns
- Relevant background information
- Family/social history
- Cultural/contextual factors
- Client strengths and support systems

## **2. Diagnosis & Clinical Reasoning**

Length: 1–2 pages

Students will identify and justify an appropriate DSM-5-TR diagnosis based on the information gathered throughout the counseling process.

**Include:**

- Primary diagnosis
- Diagnostic justification
- Symptom presentation
- Duration/severity of symptoms
- 1–2 rule-out or differential diagnoses
- Cultural and contextual considerations

## **3. Treatment Plan**

Length: 1–2 pages

Students will develop a treatment plan that reflects the client's presenting concerns, diagnosis, and counseling goals.

**Include:**

- 2–3 SMART goals
- Measurable objectives
- Interventions connected to counseling theory
- Rationale for interventions
- Areas for continued assessment or monitoring

## **4. Clinical Lens / Theoretical Orientation**

Length: 2–3 pages

Students will conceptualize the client through a chosen counseling theory or theoretical orientation.

**Include:**

- Chosen theoretical orientation
- Conceptualization of the client's concerns through the theory
- Patterns, themes, or core issues identified
- How the theory informs treatment
- Counselor reflections regarding strengths, challenges, or blind spots

## **5. Additional Progress Notes & Treatment Adjustments**

Length: 2 additional SOAP or DAP notes

Students will submit additional progress notes demonstrating ongoing counseling work, treatment adjustments, and client progress over time.

**Include:**

- Progress toward goals

- Changes in client presentation
- Interventions utilized
- Adjustments to treatment planning
- Continued areas of concern or growth

## **6. Final Clinical Reflection**

Length: 1–2 pages OR 3–5 minute recorded reflection

Students will reflect on their development as beginning counselors throughout the practicum experience.

### **Include:**

- Personal strengths and areas of growth
- Challenges experienced during counseling
- Skills gained throughout the semester
- Areas needing continued development
- Reflections on theory, diagnosis, treatment planning, and clinical work

### **Additional Expectations**

- All written work must follow APA 7 guidelines.
- Concise, clinically sound writing is valued more than excessive detail.

Session Video and Skills Evaluation Form: (20 pts. Evaluation form, 15pts. Case Conceptualization)

Students will submit the completed Counseling Session Packet to both D2L and Tk20. The packet should be completed digitally whenever possible, with the exception of signatures. Please submit the entire packet together rather than as separate documents.

During each semester of Practicum and Internship, students are required to complete one 45-minute counseling session with a client. Prior to the session, both the student and client must complete and sign the Clinical Video/Observation Consent Form. This form must be included in the packet submitted to D2L. Students must schedule both a pre-observation conference and a post-observation conference with their teaching professor before and after the counseling session.

Students are also required to complete the Skills Evaluation Form as part of the packet. The instructor will provide feedback using the Counseling Session Packet and the associated grading rubric. The professor will sign the evaluation form at the conclusion of the post-conference and email it back to the student. During the post-conference, the professor will review strengths, areas for growth, and skill development reflected in the observation and evaluation materials.

In addition to the Counseling Session Packet, students must submit a brief Mini Case Conceptualization with each recorded or observed counseling session. The purpose of this document is to provide clinical context for the counseling session and assist the instructor in evaluating case conceptualization, treatment direction, and the appropriateness of counseling interventions and skills utilized during the session.

This is not intended to be a full case conceptualization. Rather, it should provide a concise overview of the client, presenting concerns, counseling history, diagnosis (if

applicable), treatment focus, and any relevant clinical considerations that may impact the counseling process or session dynamics. Confidentiality must be maintained at all times. Do not include identifying information such as names, birthdates, addresses, or specific locations.

The Mini Case Conceptualization should be approximately one page in length and submitted with the Counseling Session Packet. (Appendix D).

Observation options include:

- In-person observation by the teaching professor (if local and scheduling permits)
- Recorded video submission
- Live telehealth observation

If submitting a recorded session, students may share the video with their teaching professor through Google Drive. Usually, Mp3 or Mp4 are best. Once the video has been reviewed and all required paperwork has been completed, students should permanently delete the counseling session recording to protect client confidentiality.

Throughout clinical training, students are expected to demonstrate a variety of counseling skills and experiences. For example, if a student submits a group counseling session during one semester, the teaching professor may require an individual counseling session during a future semester. **\*This assignment will be uploaded to Tk20 and D2L (See Appendix D). KPI 5, 5: 2.1k, 2.5g, 2.5j, 5C.1b, and 5C.3b. [Session Video and Skills Evaluation Form \(link\)](#)**

#### Completion of 100 Hours and Satisfactory Site Supervisor Evaluations (15 pts.):

Students are required to complete 100 hours of practicum. 40 hours must be direct service hours, and 60 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the Midterm Evaluation, and Site Supervisor Evaluation, will result in a PICS, and a possible failure of the class. Client welfare is extremely important, so any interpersonal, professional, or skill related issues will be addressed. If they cannot be remediated, the student will be asked to retake the class, or may be remediated in an alternative format. Use the logs and cover sheets provided in the practicum manual. Students will receive weekly supervision on-site, and an average of 1.5 hours of group supervision in class. Logs will be turned in at the end of each semester. Please note that students cannot graduate until all hours have been earned, documented, and approved. Failure to complete the required hours will result in having to retake the course. Mid Term and Final evaluations are also required. These evaluations will be completed by your site supervisor at midterm and the end of the semester. Students are responsible for making sure evaluations are turned in on time. The instructor will consult with the site supervisor(s) on a consistent basis, to include the counseling student in the consultation whenever possible. Also taken into consideration is the student's conduct at his/her site(s) (i.e. absences, tardiness, professional demeanor and dress, ability and willingness to receive criticism and feedback) (See Appendix D). **\*2.3f. \*2.5j. \*2.7e. 3B, 3J, 3K, 3L, 3M, \*5C.1b, and 5C.3b**

## Assignment Breakdown

Assignment	Points
Online Assignments and Comments *D2L	150
Session Video and Skills Evaluation *D2L and Tk20	20
Mini Case Conceptualization	15
Clinical Case File Portfolio *D2L and Tk20	150
Completion of 100 Hours and Satisfactory Site Supervisor Evaluations *D2L	15
<b>Total Points</b>	<b>350</b>

### Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

## **DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

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

### Classroom Behaviors:

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

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.

- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

## **STUDENT ETHICS AND OTHER POLICY INFORMATION**

### Ethics:

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

### Special Notice:

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

### Campus Carry:

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

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.**

### Active Shooter

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

### Limited Right to Intellectual Property:

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

### Midwestern State University Mission Statement:

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

### Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

### Midwestern State University Counseling Program Objectives:

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

**\*Please refer to your Clinical Mental Health [Student Handbook](#) , and or your practicum and internship manual located within the D2L shell for review.**

### Desire-to-Learn (D2L):

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

### Important Dates:

Last day for term schedule changes: Check date on [Academic Calendar](#).

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

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### Online Computer Requirements:

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center.

**\*Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you.

The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### Inclement Weather

In the case of campus closure due to inclement weather, indicate here what your policy will be for face to face and online courses.

### Change of Schedule:

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

### Refund and Repayment Policy:

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

### Smoking/Tobacco Policy:

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

### Alcohol and Drug Policy:

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

### Grade Appeal Process:

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

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

### Obligation to Report Sex Discrimination under State and Federal Law

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

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

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

## RESOURCES

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

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

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

American Psychological Association. (2020). *2020 APA Publication Manual*.

Retrieved from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs.

(2016). *2016 CACREP Standards*. Retrieved from

<https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health.

(n.d.). *National Center for Biotechnology Information*. Retrieved from

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

## APPENDENCIES

### Appendix A

Discussion Board and Class Supervision (150 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. Zoom Class Supervision Meetings are non-negotiable as they are a CACREP requirement for practicum and internship courses. These group meetings will be 90 minutes in length. **\*If you miss a meeting with your university group supervision or your site supervisor, you cannot count the hours for that week. (See Appendix A).**

CACREP Standards Addressed:

2.1b, 2.1c, 2.1j, 2.1k, 2.1m, \*2.3f, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 2.5h, 2.5i, \*2.5j, 2.5k, 2.5l, 2.5m, 2.5n, 2.6b, 2.6c, 2.6d, 2.6e, 2.7d, \*2.7e, \*5C.1b, 5C.1c, 5C.2a, 5C.2b, 5C.2c, \*5C.2d, 5C.2i, 5C.2l, 5C.2m, 5C.3a, \*5C.3b, 5C.3c, 5C.3d, and 5C.3e.

\*Students will receive participation points each week that goes into their final grade.

### Appendix B

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

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

Students will submit the completed Counseling Session Packet to both D2L and Tk20. The packet should be completed digitally whenever possible, with the exception of signatures. Please submit the entire packet together rather than as separate documents.

During each semester of Practicum and Internship, students are required to complete one 45-minute counseling session with a client. Prior to the session, both the student and client must complete and sign the Clinical Video/Observation Consent Form. This form must be included in the packet submitted to D2L. Students must schedule both a pre-observation conference and a post-observation conference with their teaching professor before and after the counseling session.

Students are also required to complete the Skills Evaluation Form as part of the packet. The instructor will provide feedback using the Counseling Session Packet

and the associated grading rubric. The professor will sign the evaluation form at the conclusion of the post-conference and email it back to the student. During the post-conference, the professor will review strengths, areas for growth, and skill development reflected in the observation and evaluation materials.

In addition to the Counseling Session Packet, students must submit a brief Mini Case Conceptualization with each recorded or observed counseling session. The purpose of this document is to provide clinical context for the counseling session and assist the instructor in evaluating case conceptualization, treatment direction, and the appropriateness of counseling interventions and skills utilized during the session.

This is not intended to be a full case conceptualization. Rather, it should provide a concise overview of the client, presenting concerns, counseling history, diagnosis (if applicable), treatment focus, and any relevant clinical considerations that may impact the counseling process or session dynamics. Confidentiality must be maintained at all times. Do not include identifying information such as names, birthdates, addresses, or specific locations.

The Mini Case Conceptualization should be approximately one page in length and submitted with the Counseling Session Packet. Students will submit the completed Counseling Session Packet to both D2L and Tk20. The packet should be completed digitally whenever possible, with the exception of signatures. Please submit the entire packet together rather than as separate documents.

During each semester of Practicum and Internship, students are required to complete one 45-minute counseling session with a client. Prior to the session, both the student and client must complete and sign the Clinical Video/Observation Consent Form. This form must be included in the packet submitted to D2L. Students must schedule both a pre-observation conference and a post-observation conference with their teaching professor before and after the counseling session.

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counseling process or session dynamics. Confidentiality must be maintained at all times. Do not include identifying information such as names, birthdates, addresses, or specific locations.

The Mini Case Conceptualization should be approximately one page in length and submitted with the Counseling Session Packet. (Appendix D).

Observation options include:

- In-person observation by the teaching professor (if local and scheduling permits)
- Recorded video submission
- Live telehealth observation

If submitting a recorded session, students may share the video with their teaching professor through Google Drive. Usually, Mp3 or Mp4 are best. Once the video has been reviewed and all required paperwork has been completed, students should permanently delete the counseling session recording to protect client confidentiality.

Throughout clinical training, students are expected to demonstrate a variety of counseling skills and experiences. For example, if a student submits a group counseling session during one semester, the teaching professor may require an individual counseling session during a future semester. **\*This assignment will be uploaded to Tk20 and D2L (See Appendix D). KPI 5: 2.1k, 2.5g, 2.5j, 5C.1b, and 5C.3b. [Session Video and Skills Evaluation Form \(link\)](#)**

Observation options include:

- In-person observation by the teaching professor (if local and scheduling permits)
- Recorded video submission
- Live telehealth observation

If submitting a recorded session, students may share the video with their teaching professor through Google Drive. Usually, Mp3 or Mp4 are best. Once the video has been reviewed and all required paperwork has been completed, students should permanently delete the counseling session recording to protect client confidentiality.

Throughout clinical training, students are expected to demonstrate a variety of counseling skills and experiences. For example, if a student submits a group counseling session during one semester, the teaching professor may require an individual counseling session during a future semester. **\*This assignment will be uploaded to Tk20 and D2L**

**[Session Video and Skills Evaluation Form \(link\)](#)**

## Appendix C

Clinical Case File Portfolio (150 pts.)

**\*Use template on D2L**

### *Assignment Overview:*

Students will develop a comprehensive clinical case file demonstrating their ability to conceptualize a client using theoretical frameworks, diagnostic criteria, and evidence-based treatment planning. This assignment is designed to simulate real-world clinical thinking and documentation while maintaining strict confidentiality standards. No identifiable client information should be included. Students must use a pseudonym. CACREP Standards: 2.3f, 2.5j, 2.7e, 5C.1b, 5C.3b. **\*Turn into D2L and Tk20**

Your case file should demonstrate your ability to think like a clinician by integrating theory, diagnosis, treatment planning, and reflection. You may choose your format (paper, slides, Canva, or recorded presentation), but all written components must follow APA 7 guidelines.

### *Key Expectations:*

- Be concise and clinically sound, show your reasoning, not just your conclusions, connect theory to practice, and demonstrate growth as a counselor

## **1. Client Snapshot & Presenting Concerns (20 pts)**

Length: 1–2 pages

Students will introduce the client and provide a general overview of the presenting concerns and background information gathered during the intake and early counseling sessions.

### **Include:**

- Pseudonym
- Age range/gender identity (generalized)
- Presenting concerns
- Relevant background information
- Family/social history
- Cultural/contextual factors
- Client strengths and support systems

## **2. Early Progress Note (15 pts)**

Length: 1 SOAP or DAP note

Students will complete one early progress note demonstrating beginning documentation skills and the ability to identify themes, interventions, and client responses.

### **Include:**

- Session focus
- Interventions utilized
- Client response
- Counselor observations
- Plan for next session

## **3. Diagnosis & Clinical Reasoning (20 pts.)**

Length: 1–2 pages

Students will identify and justify an appropriate DSM-5-TR diagnosis based on the information gathered throughout the counseling process.

### **Include:**

- Primary diagnosis

- Diagnostic justification
- Symptom presentation
- Duration/severity of symptoms
- 1–2 rule-out or differential diagnoses
- Cultural and contextual considerations

#### **4. Treatment Plan (20 pts.)**

Length: 1–2 pages

Students will develop a treatment plan that reflects the client's presenting concerns, diagnosis, and counseling goals.

##### **Include:**

- 2–3 SMART goals
- Measurable objectives
- Interventions connected to counseling theory
- Rationale for interventions
- Areas for continued assessment or monitoring

#### **5. Clinical Lens / Theoretical Orientation (15 pts.)**

Length: 2–3 pages

Students will conceptualize the client through a chosen counseling theory or theoretical orientation.

##### **Include:**

- Chosen theoretical orientation
- Conceptualization of the client's concerns through the theory
- Patterns, themes, or core issues identified
- How the theory informs treatment
- Counselor reflections regarding strengths, challenges, or blind spots

#### **6. Additional Progress Notes & Treatment Adjustments**

Length: 2 additional SOAP or DAP notes

Students will submit additional progress notes demonstrating ongoing counseling work, treatment adjustments, and client progress over time.

##### **Include:**

- Progress toward goals
- Changes in client presentation
- Interventions utilized
- Adjustments to treatment planning
- Continued areas of concern or growth

#### **7. Final Clinical Reflection**

Length: 1–2 pages OR 3–5 minute recorded reflection

Students will reflect on their development as beginning counselors throughout the practicum experience.

##### **Include:**

- Personal strengths and areas of growth
- Challenges experienced during counseling
- Skills gained throughout the semester
- Areas needing continued development
- Reflections on theory, diagnosis, treatment planning, and clinical work

#### **Additional Expectations**

- All written work must follow APA 7 guidelines.
- Concise, clinically sound writing is valued more than excessive detail.

## Clinical Case File Portfolio Rubric

Criteria	Excellent	Good	Developing	Needs Improvement
Client Snapshot & Presenting Concerns (15 pts)	Comprehensive, organized, clinically relevant overview with strong contextual understanding.	Solid overview with appropriate detail and organization.	Basic information included but lacks depth or clarity.	Missing major components or lacks clinical relevance.
Progress Notes & Documentation (15 pts)	Professional, accurate, and clinically sound documentation demonstrating strong counseling skills.	Appropriate documentation with minor issues.	Basic documentation with limited clinical depth.	Incomplete, unclear, or inappropriate documentation.
Diagnosis & Clinical Reasoning (20 pts)	Accurate diagnosis with strong justification, differential diagnoses, and thoughtful clinical reasoning.	Appropriate diagnosis with adequate rationale.	Diagnosis present but limited rationale or understanding.	Incorrect, unsupported, or missing diagnosis.
Treatment Plan (15 pts)	Clear SMART goals, strong interventions, and excellent connection to diagnosis/theory.	Appropriate goals and interventions with adequate connections.	Goals or interventions lack clarity or alignment.	Weak, unrealistic, or missing treatment plan.
Clinical Lens / Theoretical Orientation (20 pts)	Strong integration of theory with deep conceptualization and insight.	Good application of theory with appropriate conceptualization.	Limited theory integration or surface-level analysis.	Minimal or inaccurate use of theory.
Clinical Reflection (10 pts)	Insightful, thoughtful reflection demonstrating self-awareness and professional growth.	Meaningful reflection with some insight.	General reflection with limited depth.	Minimal reflection or lack of engagement.
Professional Writing & APA 7 (5 pts)	Clear, concise, organized writing with strong APA formatting.	Minor writing or APA issues.	Noticeable writing/APA concerns.	Major writing or APA errors.

## Appendix D

Completion of 100 Hours and Satisfactory Site Supervisor Evaluations (15 Pts.)

**\*Make sure your Tk20 logs are all approved by both supervisors (site and university), make sure logs are correct. Confirm that your site supervisor has completed their midterm and final evaluations on you. Make sure that you fill out evaluations on your site and university supervisor on tk20. Make sure that you turn in your hours document to D2L. Keep that document for your records with signatures.**

CACREP Standards Addressed:

**\*2.3f. \*2.5j. \*2.7e. 3B, 3J, 3K, 3L, 3M, \*5C.1b, and 5C.3b.**

**Completion of 100 Hours and Satisfactory Site Supervisor Evaluations (Possible 15 Pts.)**

Criterion	0 Points Not Met	1 Point Developing	2 Points Proficient	3 Points Accomplished
<b>Completed at least 40 Direct Hours</b>	Hours not completed or significantly below requirement.	Some hours completed, but requirement not met.	Required hours completed.	Required hours completed consistently, responsibly, and with strong engagement.
<b>Completed at least 60 Indirect Hours</b>	Hours not completed or significantly below requirement.	Some hours completed, but requirement not met.	Required hours completed.	Required hours completed consistently, responsibly, and with strong engagement.
<b>Participated in Site and University Supervision</b>	Supervision requirements not completed.	Partial participation in supervision meetings.	Supervision requirements completed.	Fully engaged and consistently prepared for supervision sessions.
<b>Supervisor Evaluations Completed (Midterm &amp; Final)</b>	Evaluations missing or incomplete.	Only some evaluations completed.	All required evaluations completed.	All evaluations completed on time and with professionalism.
<b>Maintained Professionalism and Ethical Standards</b>	Demonstrated concerns related to professionalism or ethics.	Inconsistent professionalism or ethical awareness.	Demonstrated appropriate professionalism and adherence to ethical standards.	Consistently demonstrated professionalism, ethical behavior, maturity, and respect in class and at the site.

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