



COUN 6043 Graduate Internship I
Midwestern State University
Gordon T. & Ellen West College of Education
Semester Credits: 3

Instructor/Contact Information:

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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:

****Please log on frequently to D2L to check your email, as I will communicate and give updates via email.*** When I send out a group email, please respond to confirm receipt to prevent a lag in communication. I will check my email regularly during the week, and you can expect a response from me within the next 12 hours (but most likely sooner). Please email me with questions before assignments are due, do not wait until the last minute. If you need to discuss any assignments, we can schedule a meeting during my office hours via Zoom or phone.

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

Course Description

Prerequisite(s): Must have completed 36 hours, including [COUN 5283](#) and [COUN 5293](#).

The first semester of Graduate Internship features 300 supervised clock hours which breaks down into 120 direct and 180 indirect hours. This “capstone” clinical experience

assists students in refining and enhancing the skills learned during the practicum semester. During this semester, students will be expected to present knowledge learned over the course of their coursework during their university group supervision mandatory Zoom meetings. Students must make a B or better in order to continue into [COUN 6053 - Graduate Internship II](#).

Course Rationale

The focus of this course is to help students apply learning from their counseling courses with real clients at the counseling site of their choice. Students will learn about the role of the counselor through work with actual clients, collaboration with other co-workers and interns, and supervision with their site supervisor and university supervisor. The aim of this course is to help students grow into the role of an ethical, culturally competent counselor in order to best help the clients they serve meet their counseling and mental health goals

Required Textbook

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed., TR)* DSM-5 TR

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.

Suggested Resources

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Corey, G. (2024). *Theory and Practice of Counseling and Psychotherapy* 11th ed. Boston, MA. Cengage.

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

Ivey, A., Ivey, M., & Zalaquett, C. (2023). *Intentional Interviewing and counseling* (10th ed.). Boston, MA: Cengage.

Course Objectives

Knowledge and Skill Learning Outcomes

Upon successful completion of this course, students will learn:

CACREP Standards Common Core Area Standards Addressed in this Course:

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.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

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

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.l. self-care strategies appropriate to the counselor role

Section 2: 1.m. the role of counseling supervision in the profession

Section 2: 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

Section 2: 2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

Section 2: 2.c. multicultural counseling competencies

Section 2: 3.f. systemic and environmental factors that affect human development, functioning, and behavior

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

Section 2: 4.a. theories and models of career development, counseling, and decision making

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

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.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.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.d. characteristics and functions of effective group leaders

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.e. psychological tests and assessments specific to clinical mental health counseling

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.f. impact of crisis and trauma on individuals with mental health diagnosis

Section 5C: 2.j. cultural factors relevant to clinical mental health counseling

Section 5C: 2.k. professional organizations, preparation standards, and credentials relevant to the practice of 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 2. Multicultural & Social Justice Competence

Students demonstrate knowledge of human differences and sociocultural factors, and apply culturally responsive and advocacy-oriented counseling practices.

KPI 5. Counseling Theories & Interventions

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

KPI 6. Group Counseling

Students demonstrate knowledge of group dynamics and processes and apply effective group leadership and facilitation skills.

Learning Objectives

1. Students will demonstrate the characteristics and skills of an effective counselor with clients in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.
2. Students will provide ethical, multicultural counseling services to clients at the internship site.
3. Students will learn about the role of the counselor in an agency setting including roles and responsibilities, collaboration with colleagues in treatment planning, self-evaluation, and supervision.
4. Students will develop a personal model of counseling which includes a theoretical orientation, and advanced techniques for change.
5. Students will demonstrate effective management of crisis and emergency management as well as agency and community-wide management of crisis and emergency situations.

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 (2014) *Code of Ethics*. 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.

Course Climate:

This course is structured to foster a respectful and supportive learning environment. Instructional materials and activities are designed to address varied learning needs and promote meaningful engagement. Students' experiences, perspectives, and professional goals are considered valuable contributions to the learning process. Ongoing feedback regarding ways to enhance the course and student learning is encouraged.

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.

Student Handbook

Refer to: [Student Handbook](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

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 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/nonprint 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.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate

services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

Attendance

Attendance in this course includes active online participation. For each discussion, you are expected to post a thorough response that fully addresses every part of the prompt. You must also respond to at least one classmate with a complete paragraph that adds substance to the conversation (e.g., clarification, application, or a thoughtful question). When course materials or professional sources are used, include appropriate **in-text citations** and a **reference list** in APA 7 format.

Late Work

All papers and assignments must be turned in on the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly

Graduate Internship I

Students must register for a 3-credit hour graduate internship I. **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.** Graduate Internship I is the second experience during which students apply their counseling theory and demonstrate their counseling skills in a professionally supervised setting. A minimum of 300 hours is required for graduate internship I. **To meet the 300 hours of field experience requirement, summer students must gain a minimum of four (12) direct hours a week, and six (18) indirect hours a week on site for a 10-week semester. For fall/spring semesters, students must gain a minimum of eight (8) direct hours per week, and twelve (12) indirect hours per week for a 16-week semester. Students must get all placements approved by their professor of record.** Additionally, private practice, and home or field settings are only approved for P/I by the instructor of record.

Site Supervisor Observation Requirement

In accordance with CACREP accreditation standards and program requirements, **site supervisors are required to observe each internship student on two (2) separate**

occasions during the semester. This requirement is mandated by our accreditation standards and is not optional.

To provide flexibility, **one of the required observations may be satisfied by the site supervisor reviewing the recorded counseling session that the student submits as part of the course assignment**, provided the supervisor watches the recording and completes the required evaluation form. The **second observation** may be completed in whatever format is most convenient for the site supervisor, including:

- Observing a live counseling session
- Watching a recorded counseling session
- Observing remotely via Zoom or another secure platform

Students are responsible for communicating this requirement to their site supervisors early in the semester and ensuring that both observations and the corresponding evaluation forms are completed by the designated deadlines.

This expectation is also explained in the **Site Supervisor Training Video** (recorded May 2026). Site supervisors who review the training video will receive guidance on completing the observation process and required documentation.

These observations are intended to support your professional growth. Receiving feedback from experienced supervisors throughout the semester is an important part of counselor development and helps prepare you to become a competent and effective professional counselor.

The student's Graduate Internship I includes the following:

- A **minimum** of 300 hours is required for practicum. Of the minimum 300 hours, at least 120 hours must be direct hours, and 180 hours must be indirect hours.
- A minimum of **one hour per week** of on-site supervision from the site supervisor is required on record each week that the students are present at the site.
- An average of **one and a half hours per week of group supervision** with other students in an internship with a university supervisor. Students must attend ***EVERY** group supervision meeting as they are mandatory. **These meetings will take place every week.** This is an interactive, “hands-on” class that will require your energy, focus, and respectful participation. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Students will present on cases weekly. Please consider that it is a learning experience for all class members to learn from one another, therefore, students are required to give feedback to others. Students are expected to act in the role of a professional consultant at this stage of development in the program. Students will bring a case or even two to each class meeting and be prepared to discuss this case, maintaining client confidentiality. Students will be prepared to participate in group sessions during class meetings. These sessions will be of a personal growth nature. Participation in the group process will be noted on the final grade.
- Formal evaluations of students’ performance will be submitted at mid-term and at the end of the semester by all supervisors (Site, University).
- Students will conduct ***minimum** of 45-minute counseling session with a client for each semester of the Practicum and Internship. The instructor will provide feedback to the student using the MSU Skills Rating form rubric see Appendix. Any skills, strengths,

and deficits will be addressed in the post-observation session 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 videotape at their site, the university supervisor (teaching professional) may video into the session to observe.

*Please note that meeting the minimal requirements does not guarantee that you will move on to internship II. Professionalism, dedication, crisis management, ethical behavior, receiving feedback appropriately, and adequate growth as a counselor are extremely important in this class. If you are not ready to move on to Internship II due to skills, site dissatisfaction, or a lack of professionalism and interpersonal characteristics, a PICS will be completed. If the skills are addressed by the end of the semester, then the student may move on to Internship II. If the student does not pass the class due to the aforementioned reasons, the student will repeat the course to address deficiencies in performance or interpersonal characteristics a PICS will be completed. If the skills are addressed by the end of the semester, then the student may move on to Internship II. If the student does not pass the class due to the aforementioned reasons; the student will repeat the course to address deficiencies in performance or interpersonal characteristic

Course Schedule

Class Dates	Class Topics	Assignments/Reading
1. Week of Aug. 24, 2026-Aug. 30, 2026	Class Introductions, Syllabus Review, and Class Instructions. Sign-ups for presentations	Do Discussion Board, Post and Comment All paperwork must be in before students can gain hours
2. Week of Aug. 31, 2026 Sept. 6, 2026	Review treatment plans and progress notes Pre-Conference	Do Discussion Board, Post and Comment
3. Week of Sept. 7, 2026- Sept. 13, 2026 LABOR DAY 9/7/26	Group Counseling presentations (3)	Do Discussion Board, Post and Comment
4. Week of Sept. 14, 2026-Sept. 20, 2026	Moving from Micro skills to Higher ordered skills	Do Discussion Board, Post and Comment
5. Week of Sept. 21, 2026-Sept. 27, 2026	Group Counseling presentations (3)	Do Discussion Board, Post and Comment
6. Week of Sept. 28, 2026- Oct. 4, 2026	Application of theory and techniques	Do Discussion Board, Post and Comment
7. Week of Oct. 5, 2026- Oct. 11, 2026	Group Counseling presentations (3)	Do Discussion Board, Post and Comment

Class Dates	Class Topics	Assignments/Reading
8. Week of Oct. 12, 2026- Oct. 18, 2026	Counselor Confidence	Do Discussion Board, Post and Comment
9. Week of Oct. 19, 2026- Oct. 25, 2026	Multi-Cultural Video Presentation due	Do Discussion Board, Post and Comment
10. Week of Oct. 26, 2026- Nov.1, 2026	Group Counseling presentations (2)	Do Discussion Board, Post and Comment
11. Week of Nov. 2, 2026 – Nov. 8, 2026	Session Video and Skills Evaluation Counseling due	Do Discussion Board, Post and Comment Session Video and Skills Evaluation Counseling due
12. Week of Nov. 9, 2026 –Nov. 15, 2026	How move the counseling sessions forward	Do Discussion Board, Post and Comment
13. Week of Nov. 16, 2026 –Nov. 22, 2026	Post Conferences	Do Discussion Board, Post and Comment
14. Week of Nov. 23, 2026 – Nov. 29, 2026 Thanksgiving Break November 25th-	NO CLASS	NO CLASS
15. Week of Nov. 30, 2026- Dec. 4, 2026	Make sure hours are logged and approved in Tk20 Completion of 300 Hours Supervisor Evaluations Appendix E	Make sure hours are logged and approved in Tk20 Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix E

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 video 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 for Rubric). 3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 5C.1b, 5C. 2b, 5C.2k, and 5C.2l.**

Group Counseling Exercise: (20 pts.)

Students will facilitate a 20-minute group session during their group university supervision times during the week. **Students will turn in an outline of their group counseling exercise to D2L.** Students will get to choose a topic to cover. Topics could range from psychoeducational, interpersonal process, skill development, cognitive-behavioral, problem-solving, or support groups. These groups will not feature fictional personas, and they will be an authentic group with your internship cohort and your group university supervisor. ***The group university supervisor will be placing special attention on group ethics, so be sure to address it within your group (See Appendix B for Rubric) KPI 6 CACREP 5f, 6b, and 6d.**

Multicultural Counseling Video Presentation (20 pts.)

Students will create a **7–10-minute recorded video presentation** exploring a diverse population of their choice through a multicultural counseling lens. Students will develop a PowerPoint presentation and record themselves presenting the material, demonstrating their understanding of multicultural counseling theories, counseling competencies, crisis services, and the counselor's role when working with their selected population. The completed video and PowerPoint must be submitted to D2L.

The presentation should address the following:

- An overview of the selected diverse population, including relevant cultural, historical, and contextual factors.
- Multicultural counseling theories and counseling competencies applicable to the population.
- The role of the counselor and culturally responsive counseling interventions.
- Crisis services and crisis response considerations specific to the population.

- The multiple professional roles and functions of counselors across specialty areas and collaboration with human service agencies, integrated behavioral health care systems, and community resources.
- Professional counseling credentials relevant to practice, including certification, licensure, accreditation, and applicable standards.
- The impact of technology on counseling practice and ways technology can support the selected population through counseling services, education, advocacy, outreach, or access to care.

Presentations should be professional, well-organized, visually engaging, and supported by current scholarly sources. Students should demonstrate cultural humility, critical thinking, and the ability to apply counseling concepts to real-world practice.

Submission Requirements:

- 7–10-minute recorded presentation
- PowerPoint presentation submitted to D2L
- Professional presentation with appropriate APA citations and references

KPI Alignment: KPI 2

CACREP Standards 1b, 1c, 1g, 1j, 2a, 2b, 2c, 5m, 5C.2a, and 5C.2k.

Session Video and Skills Evaluation Form: (40 pts. Evaluation form, Case Conceptualization 15pts)

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 [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: 2.1k, 2.5g, 2.5j, 5C.1b, and 5C.3b.

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations: (10 pts.)

Students are required to complete 300 hours of internship. 120 hours must be direct service hours, and 180 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. 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) consistently, 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). **Make sure your TK20 logs are all approved by both supervisors (site and university), and make sure the 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. (See Appendix E). **2.3f. 2.5j. 2.7e. 3B, 3J, 3K, 3L, 3M, 5C.1b, and 5C.3b.**

Assignment Breakdown

Assignment	Points
Discussion Board, and University Supervision *D2L	150
Group Counseling Exercise *D2L	20
Multicultural Counseling Video *D2L	20
Session Video and Skills Evaluation (Counseling Session) *D2L and Tk20	40
Mini Case Conceptualization	20
Completion of 300 Hours and Satisfactory Site Supervisor Evaluations *D2L	10
Total Points	260

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. 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, 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.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.***

Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

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

Recommended that faculty include the following language from our attorney, regarding active shooter training. We pasted this into the syllabus template attached to this email. (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 this course. The “limited right” shall include but shall not be limited to, the right to reproduce the student’s work product 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 on teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

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

Midwestern State University Counseling Program Objectives:

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

***Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

Title IX

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member,

I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [online title IX reporting](#)

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

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 a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings, as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline.** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Inclement Weather

In the case of campus closure due to inclement weather, fully online courses may continue as scheduled, but you will be notified by the instructor via D2L email.

Change of Schedule

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

Refund and Repayment Policy

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

Smoking/Tobacco Policy

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

Alcohol and Drug Policy

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

Grade Appeal Process

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

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

RESOURCES

American Counseling Association. (2014). [2014 ACA Code of Ethics](#).

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

American Psychological Association. (2020). [2020 APA Publication Manual](#).

Council for Accreditation of Counseling and Related Educational Programs. (2016). [2016 CACREP Standards](#).

United States National Library of Medicine, & National Institutes of Health. (n.d.) [National Center for Biotechnology Information](#).

APPENDENCIES

Appendix A

Discussion Board and University Supervision:

CACREP Standards Addressed:

3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 5C.1b, 5C. 2b, 5C.2k, and 5C.2l.

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

Discussion Board and University Supervision (Possible 15 Pts. Per week)

Appendix B

Group Counseling Exercise:

CACREP Standards Addressed:

KPI 5f, 6b, and 6d

Group Counseling Exercise Rubric: (20 pts.)

Criterion	1	2	3
Introduction Introduced the group topic, and theory to be utilized Went over group informed consent Explain limits of group confidentiality	Section not addressed.	Section partially addressed.	Section addressed in full.
Facilitation Skills Able to keep group on task Encourages all members to participate Was able to provide active engagement with the group Used group facilitation skills effectively (active listening, questioning, modeling, linking, on task, participating encouragement.	Section not addressed.	Section partially addressed.	Section addressed in full.

Criterion	1	2	3
Intervention or Activity Provided appropriate activity Stated purpose of activity Executed activity well	Section not addressed.	Section partially addressed.	Section addressed in full.
Wrap up Effective summarization by facilitator.	Section not addressed.	Section partially addressed.	Section addressed in full.
Counselor Identity Maintained professionalism throughout mock group session.	Section not addressed.	Section partially addressed.	Section addressed in full.

Appendix C

Multicultural Counseling Presentation:

CACREP Standards Addressed:

KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 5C.2a, and 5C.2k

Multicultural Counseling Presentation Rubric: (Possible 20 Pts.)

Criterion	1	2	3
Identification of diverse population. Identify population. Statistics of why this population is diverse.	Section not addressed.	Section partially addressed.	Section addressed in full.
Counseling theories and counseling competencies that are effective with your diverse population. • What theories are effective with your population?	Section not addressed.	Section partially addressed.	Section addressed in full.

Criterion	1	2	3
Role of the counselor when working with your specific population. Professional roles of counselors working with population. Counselor relationship with human services, integrated behavioral healthcare systems, interagency or interorganizational collaboration/consultation.	Section not addressed.	Section partially addressed.	Section addressed in full.
Types of Counselors • Different counselor credentials available to work with specific population.	Section not addressed.	Section partially addressed.	Section addressed in full.
Technology • How technology impacts counseling and could assist counselors in working with your diverse population of choice.	Section not addressed.	Section partially addressed.	Section addressed in full.

Appendix D

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

Turn into Tk 20 and D2L.

CACREP Standards to be addressed include:

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

Appendix E

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations:

Make sure your TK20 logs are all approved by both supervisors (site and university), and 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 300 Hours and Satisfactory Site Supervisor Evaluations: (Possible 10 Pts.)

Each criterion listed below will be scored one of the following

- .5 – Improvement Needed
- 1 – Developing
- 1.5 – Proficient
- 2 – Accomplished

Criterion

- At least 120 direct hours
- At least 180 indirect hours
- Completed Site and University Supervision
- Student's Supervisors (site and university) evaluations are completed midterm, and final.
- Student maintained appropriate codes of ethics, and professionalism within the class, and on site.

Appendix F

Student Self-Evaluation Rubric

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Counseling Relationship	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.	Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including culture, age, SES, education, etc.	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant issues. Weakness of Relationship makes progress unlikely.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Attention to Client Needs	Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of 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 and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Minor problems attending to client needs and/or issues.	Significant problems attending to client needs and/or issues; counseling progress not likely due to problems in these areas.
Explain Practice Policies	Skillful explanation of practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to establish working relationship; good use of self; clearly understands practice policies.	Explains basic practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to build basic rapport; understands major practice policies.	Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies.	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.
Consent to Treatment	Skillful job explaining counseling process in words client can understand in order to obtain consent to treat; uses opportunity to enhance counseling relationship.	Explains basic counseling process in words client can understand in order to obtain consent to treat.	Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information.	Significant problems with obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Client Assessment	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.
Content VS Process	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.
Psychoeducation and Recovery Services	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of recovery services.	Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of recovery services.	Minor problems with delivering psychoeducation and recovery information and/or insufficient information imparted.	Significant problems with delivering psychoeducation and recovery information; does not provide any information or provides incorrect information.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Participation in Class Discussions	Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from task.	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.
Writing Ability and APA	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.	Cohesive paper in mostly APA formatting	Student jumps around in formatting and content	Shows no knowledge of APA formatting

Faculty Evaluation on Students

Date:

Counselor:

Evaluator/Instructor:

Level of Clinical Training:

- Practicum
- Internship I
- Internship II

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)

Instructor Evaluation Rubric

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Evaluation of Counseling Relationship and Role	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; attention to issues and client acceptance of goals.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key issues and client acceptance of goals.	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.
Evaluation of Personal Reactions	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context.
Evaluation of Legal & Ethical Issues	Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions.	Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions.	Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.	Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.
Evaluation of Socio-cultural and Equity Issues	Thoughtful understanding of, equity and advocacy issues. Includes some proposed advocacy effort.	Clear understanding of and equity and advocacy issues.	Minor problems or missed 1-2 issues related to, equity, and/or advocacy.	One or more significant issues not addressed.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Evaluation of Clinical Skill	Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating.	Clear insight into major strengths, weaknesses, effectiveness in session.	Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating.	Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues.
Plan and Priorities	Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process.	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process.	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process.	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and counseling process.
Quality of Writing	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.
Participation in Class Discussions	Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from task.	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.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Professional Identity	Demonstrates vast understanding of self within professional identity and the complexities of boundaries.	Demonstrates basic understanding of self within professional identity and the complexities of boundaries.	Minor problems navigating professional identity, boundaries, and the self.	Limited ability to process professional identity, boundary issues, or self-awareness issues present.
APA Format	No more than one or two minor APA errors; overall, follows general format.	Few and minor APA errors; overall, follows general format.	Numerous APA errors that are distracting; numerous inconsistencies.	Significant problem following APA style; numerous problems in several areas.

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