



COUN 6053 Graduate Internship II
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2025

Instructor/Contact Information:

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Semester: Fall 2025

Class Times: Online/Zoom Tuesdays 6:00- 7:30 pm (central)

Office Hours: **Tuesdays** 8:30 am – 10:30 am; **Wednesdays** 9:00am-10:30 am, and **Thursdays** 9:30 am – 10:30 am

I am available for scheduled appointments through Zoom.

Required Text: Rosenthal, Howard. (2017). Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination. 4th ed. New York: Routledge.

Please read and refer to the practicum and internship manual for questions related to sites, supervisors, hours, and other concerns before the beginning of internship.

Course Description

A post-practicum, supervised, 600 clock-hours (2 - 300 clock-hours), "capstone" clinical experience in which the student refines and enhances basic counseling, knowledge, and skills. This course may be repeated for credit. This course is designed to incorporate the theoretical and technical aspects of the counseling process. Students will work with real clients in counseling agencies to gain the necessary skills to successfully counsel others in a variety of settings.

Prerequisites: COUN 5293

Course Objectives/Learning Outcomes/Course Competencies

CACREP Standards Addressed in this Course:

Section 3: A.2. the multiple professional roles and functions of counselors across specialized practice areas

Section 3: A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management

Section 3: A.7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas

Section 3: A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas KPI

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

Section 3: A.12. the purpose of and roles within counseling supervision in the profession

Section 3: B.1. theories and models of multicultural counseling, social justice, and advocacy

Section 3: B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities KPI

Section 3: C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness KPI

Section 3: C.12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan

Section 3: D.1. theories and models of career development, counseling, and decision-making KPI

Section 3: E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds KPI

Section 3: E.4. consultation models and strategies

Section 3: E.5. application of technology related to counseling

Section 3: E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities

Section 3: E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships

Section 3: E.9. interviewing, attending, and listening skills in the counseling process

Section 3: E.15. evidence-based counseling strategies and techniques for prevention and intervention KPI

Section 3: E.17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources

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

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

Section 3: F.2. dynamics associated with group process and development KPI

Section 3: F.4. characteristics and functions of effective group leaders KPI

Section 3: G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes KPI

Section 3: G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems

Section 5: C.1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders

Section 5: C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare

Section 5: C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload

Section 5: C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues

Section 5: C.6. strategies for interfacing with the legal system regarding court-referred clients

Section 5: C.7. strategies for interfacing with integrated behavioral healthcare professionals

Section 5: C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

Section 5: C.9. third-party reimbursement and other practice and management issues in clinical mental health counseling

Section 4: A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.

Section 4: B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

Section 4: C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

Section 4: D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.

Section 4: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

Section 4: F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

Section 4: G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:

CACREP standards and definitions related to supervised practicum and internship; supervision agreement; evaluation procedures and requirements; and policy for student retention, remediation, and dismissal from the program.

Section 4: H. Written supervision agreements:

define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship; include emergency procedures; and detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

Section 4: I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

Section 4: J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.

Section 4: K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.

Section 4: L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

Section 4: M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

Section 4 U. After successful completion of the practicum, students complete 600 hours (over two internship semesters) of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

Section 4 V. Internship students complete a minimum of 240 hours of direct service with actual clients (over two internship semesters).

Section 4: W. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

a counselor education program faculty member, or

a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or

a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Section 4: X. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

a counselor education program faculty member or

a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Section 4: Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

Section 4L Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision,

each practicum and internship course should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

Section 4: AA. Practicum and internship students are not combined for group supervision.

Section 4: BB. Group supervision for practicum or internship students should not exceed 12 students per group.

Learning Objectives:

LO1. Students will demonstrate characteristics and skills of an effective counselor with clients in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.

LO2. Students will provide ethical, multicultural counseling services to clients at the internship site.

LO3. 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.

LO4. Students will develop a personal model of counseling which includes a theoretical orientation and advanced techniques for change.

LO5. Students will demonstrate effective management of crisis and emergency management as well as agency and community wide management of crisis and emergency situations.

Focus of the Course: 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 meet their counseling and mental health goals.

Student Handbook

Refer to: [Student Handbook](#)

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 individual's 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](#)

Assessments:

Student performance of knowledge and skills will be formally assessed through:

Discussion Board Posts: (20 points) 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, 9.1b, 9. 2b, 9.2k, and 9.2l. Students must answer the weekly Discussion Board Question in three academic paragraphs (which include five sentences each) by **Friday** and comment on at least one other person's response by **Sunday**. The discussion board posts are due by Sunday at 11:59 pm at the end of each week.

Session Video: (20 points) KPI 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b. Students will conduct one 45-minute counseling session with a client by video. A pre-observation conference must be held with the university supervisor at least 24 hours before the video session is conducted. The university supervisor will provide feedback to the student using the MSU Counseling Skills Observation Form during the post-observation conference. Any skills' strengths and deficits will be addressed in the post-observation conference following the observed session, in addition to the rating form. Students and site supervisors will receive a copy of the rating form.

Reflection Paper: (20 points) KPI 1.k., 2.a., 2.c., 3.f., 4.a., 5.a., 5.j., 9.1.b. Students are required to write a reflection paper on the counseling video session using the template. Please use the Live Interview Evaluation to reflect on your performance. Address all areas listed on the Live Interview Evaluation. APA 7 style is required, including a cover page and reference page. No abstract is required.

COMPS: (25 points) Students are required to pass a comprehensive exam as a program completion requirement. The exam will help students prepare for their National Counselor Exam (NCE). The questions will come from the textbook.

Hour Logs/Evaluations/Participation: 1m, and 5c. (15 points) Students are required to obtain 300 total (120 direct counseling hours and 180 indirect hours) in each internship semester for a total of 600 (240 direct hours and 360 indirect hours). 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 and documented. Hours not earned will result in major grade decreases. Mid-Term and Final Evaluations are also required. These evaluations will be completed by your supervisor and university supervisor at midterm and at 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). **YOU CANNOT MOVE ON TO GRADUATION WITHOUT SATISFACTORY EVALUATIONS FROM SITE SUPERVISORS AND THE UNIVERSITY SUPERVISOR.**

Mid-Term Evaluation & Final Evaluation: These grades will be based on your mid-term and final evaluations from your site supervisor, as well as your university supervisor. Satisfactory performance at the site is required for the entirety of the semester.

Participation, Attendance, and Professionalism: Students must attend **EVERY** class. This is an interactive, “hands-on” class that will require your energy, focus, and respectful participation. Students will meet once a week for the duration of the semester. Please see calendar below for specific class dates. Any classes missed will require a make-up class. If students do not make up the session, their hours will not count for the week of missed supervision. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Student presentations count as part of the participation grade. Students will also 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 cases to each class meeting and be prepared to discuss the cases, 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.

Grading Procedures:

Assignments	Points
Discussion Board Posts	20
Hour Logs/Participation/Evaluations	15
COMPS	25
Session Video/Live Session TK20	20
Reflection Paper with Live Interview Evaluation TK20	20
Total Points	100

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79 (C's are unacceptable in this course)
D	60 to 69
F	50 or below

COURSE CALENDAR & ACTIVITIES:

Week	CACREP Standards	Topics	Activities/ Assignments
1 8/26/25	1.g. 1.m. 9.2.a.	<ul style="list-style-type: none"> •Informed Consent •Paperwork •Supervision •Professionalism •Assignments will be discussed 	Discussion: Introductions, Syllabus Paperwork: Discuss required paperwork for Internship, i.e., Malpractice Insurance, Logs All zoom meetings will be on Tuesdays 6:00 pm -7:30 pm (central)
2 9/2/25	3.f. KPI	Chapter 3: Human Growth & Development	Presentation by Student: Chapter 3 Discussion Due 9/7/25
3 9/9/25	2.a. KPI 2.b. 2.c. KPI 5.d.	Chapter 4 – Social & Cultural Diversity	Discussion by 9/14/25 Presentation by Student: Chapter 4
4 9/16/25	5.a. KPI 9.1.b. KPI 5.f. 5.g. 5.n.	Chapter 5 – Counseling & Helping Relationships	Discussion due 9/21/25 Presentation by Student: Chapter 5
5 9/23/25	6.d. KPI 6.b. KPI	Chapter 6 – Group Counseling & Group Work	Presentation by Student: Chapter 6 Discussion due 9/28/25
6 9/30/25	4.a. KPI	Chapter 7 – Career Development	Discussion due 10/5/25 Presentation by Student: Chapter 7
7 10/07/25	7.e. KPI	Chapter 8 – Assessment & Testing	Discussion due 10/12/25 Presentation by Student: Chapter 8
8 10/14/25	7.e. KPI	Chapter 9 – Research & Program Evaluation	Discussion due 10/19/25 Presentation by Student: Chapter 9
9 10/21/25	1.b. 1.c. 1.i. KPI 1.j. 9.2.l. 1.l.	CH. 10: Professional Orientation and Ethical Practice	Chapter 10 Presentation by Student Discussion due 10/26/25

	3.i. 5.e. 9.2.k.		
10 10/28/25	5.j. KPI 5.c.	Ch. 11: Counseling Families, Diagnosis, Neurocounseling & Advanced Concepts	Video Session Due November 2, 2025 Student Presentation Ch. 11 Discussion due 11/2/25
11 11/11/25	5.c.		Reflection Paper Due: November 16th Review Case Conceptualization Discussion due 11/16/25
12 11/18/25	3.B.	Multiculturalism & Diversity	Presentation NCE Bootcamp Review Discussion Due 11/23/25
13 11/25/25	1.k. KPI	Review for COMPS	Review for Comps COMPS Due: 12/4
14 12/02/25	3.I.J. 3.I.K. 3.I.L. 3.M.	Semester Reflection	Individual Post Conferences
15	3.I.J. 3.I.K. 3.I.L. 3.M.	Closure	Wrap UP. Hours log Due: 12/11 We will meet this week if all hours are not completed

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](#)

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.

Counseling 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.

Attendance Policy: This class is held once a week on Tuesday evenings. All classes will be held through Zoom at 6:00 pm. Please download the app, or follow the link. Technical difficulties are not an excuse to miss class. There are computers with Wi-Fi on campus. Please plan your semester accordingly.

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.

Instructor Class Policies

Confidentiality: Internship is a lab-type class that will require students to work with actual clients, therefore they are bound by confidentiality rules that are standard to the law and profession. Students are expected and required to maintain confidentiality about class discussions. Failure to do so will result in a referral from program faculty for remediation. Students who do not complete assignments, who do not attend class, who do not complete assignments before established deadlines, or who conduct themselves inappropriately in class are subject to experiencing a reduction of the total possible professional points possible, which could result in remediation or failure of the class.

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

Netiquette: 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.

Late Assignments: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. If assignments are late, a 10% deduction will be made to your grade, **per week**. There will be no exceptions to this, except in the case of a documented emergency. *No late work is accepted after 2 weeks.*

Inclement Weather

In the case of campus closure due to inclement weather, you will be notified of alternative class dates/ times.

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).

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 Clark Student Center, Room 168, (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](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. 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.

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](#).

Active Shooter

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

Obligation to Report Sex Discrimination under State and Federal Law

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

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

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

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.

APPENDICES

Appendix A

Counseling Session (20 pts.)

CACREP Standards Addressed:

KPI: 5.j. 9.1.b. 9.3.b

Turn this in to D2L and Tk20.

Counseling Session (Possible 20 Pts.)

Session Video and Skills Evaluation Form

Faculty Evaluation of Student

Counselor Name:

University Supervisor Name:

Date:

Start Time:

End Time:

	Counseling Skills	# of Times Demonstrated	Comments
1	Positive Regard/Genuine /Empathy And Validation.		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Active Listening		

4	Appropriately uses Supportive Confrontation		
5	Uses Silence Appropriately		
6	Restatements		
7	Verbal Following		
8	Paraphrase		
9	Summary		
10	Reflection of Feeling		
11	Reflection of Meaning and Interpretation		
12	Uses Opened Ended Questions Appropriately and on a Minimal Basis		
13	Sharing-Feedback/Here-and-Now		
14	Focusing Statements		
15	Uses Clarifying Statements		
16	Observing Themes/Patterns		
17	Acknowledge Nonverbal Bx		
18	Reframing Statements		
19	Appropriate Pacing		
20	Use of Ethics and Multicultural Competence		
	Theory	# of Times Demonstrated	Comments
22	Assessment Using Theory		
23	Uses 2 Theoretically Based Techniques		
24	What theory was used and how did it help manage the session?		

	Inappropriate Items	# of Times Demonstrated	Comments
25	Sympathy/Reassuring		
26	Advising		
27	Judging		
28	Educating/Teaching		
29	Going for the Solution		
30	Interrogating		
31	Lengthy Descriptive Statements		
32	“Why” questions		
33	Too many “How does that make you feel?”		
34	Shifting Topics		
35	Third Person Counseling - Someone not in session		
36	Not giving yourself time to think		
37	Getting ahead of client		
38	Poor balance of reflections/ questions/ restatements		
39	Uses Closed Questions		
	Supervision	# of Times Demonstrated	Comments
41	Open, positive discussion		
42	Emotionality in supervision		
43	Receptivity to feedback		
44	Participation in supervision (bring content)		
45	Submission of all materials		
46	Adheres to procedure and takes initiative		
47	Fulfillment of supervision tasks		

Session Summary:

Site Specific Goals/ Concerns:

Grading Rubric for Session Video

Skill	0	1	Pts
Does an Introduction, Informed Consent, and Goes Over Confidentiality.			
Establishes Rapport with the Client.			
Clinically Explores problem(s)			
Attends to Basic Needs of the Client			
Congruent Verbal and Nonverbal behavior			
Uses Active Listening			
Rarely Uses Closed Ended Questions			
Uses an Appropriate Amount of Open-Ended Question			
Shows Ability to Use Higher Level Counseling Skills Throughout the Session.			
Uses 2 Well-Developed Theoretically Based Techniques			
Has Empathic Attunement			
Has Positive Body Language and Posture			
Confronts the Client When Needed			
Uses Self-Disclosure Appropriately			
Uses Evidenced Based Theory throughout the Session			
Times using Interventions Appropriately			
Shows Counselor Confidence			
Adheres to Multicultural Competencies and Ethical and Legal Standards			
Summarizes Session Before Wrapping Up			
Maintains Professionalism throughout Session			
Total points out of 20			

Student Self-Evaluation

Session Video and Skills Evaluation Form

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

References/Scientifically-Based Research/Additional Readings:
Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

Example. International Reading Association (2018). Standards for Reading Professionals: A Reference for the Preparation of Educators in the United States. Newark, DE.

	Counseling Skills	# of Times Demonstrated	Comments
1	Positive Regard/Genuine /Empathy And Validation.		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Active Listening		
4	Appropriately uses Supportive Confrontation		
5	Uses Silence Appropriately		
6	Restatements		
7	Verbal Following		
8	Paraphrase		
9	Summary		
10	Reflection of Feeling		
11	Reflection of Meaning and Interpretation		
12	Uses Opened Ended Questions Appropriately and on a Minimal Basis		
13	Sharing-Feedback/Here-and-Now		
14	Focusing Statements		
15	Uses Clarifying Statements		
16	Observing Themes/Patterns		
17	Acknowledge Nonverbal Bx		
18	Reframing Statements		

19	Appropriate Pacing		
20	Use of Ethics and Multicultural Competence		
	Theory	# of Times Demonstrated	Comments
22	Assessment Using Theory		
23	Uses 2 Theoretically Based Techniques		
24	What theory was used and how did it help manage the session?		
	Inappropriate Items	# of Times Demonstrated	Comments
25	Sympathy/Reassuring		
26	Advising		
27	Judging		
28	Educating/Teaching		
29	Going for the Solution		
30	Interrogating		
31	Lengthy Descriptive Statements		
32	“Why” questions		
33	Too many “How does that make you feel?”		
34	Shifting Topics		
35	Third Person Counseling - Someone not in session		
36	Not giving yourself time to think		
37	Getting ahead of client		
38	Poor balance of reflections/ questions/ restatements		
39	Uses Closed Questions		
	Supervision	# of Times Demonstrated	Comments

Session Summary:

Site Specific Goals/ Concerns:

Signature University Supervisor : _____

Signature Student Supervisee: _____

Signature of Student's Site Supervisor: _____

Appendix B

Reflection Paper and Live Interview (20 pts.) **Please turn in this assignment to Tk20 link as well as D2L.**

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

CACREP Standards Addressed:

KPI: 5.j. 9.1.b. 9.2.d. 9.3.b. KPI 1.S., KPI 5.S., KPI 6.K., KPI 6.S.

Rubric of Reflection Paper (Possible 20 Pts.)

Date: _____

Counselor: _____

Evaluator/Instructor: _____

Level of Clinical Training:

☐ Pre-clinical training; coursework only

☐ 0-12 months ☐ 12-24 months ☐ 2+ years

Rating Scale

2=Outstanding: Strong mastery of skills and thorough understanding of concepts

1.5=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills

1=Developing: Minor conceptual and skill errors; in process of developing

.5=Deficits: Significant remediation needed; deficits in knowledge/skills

NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

Student Self-Evaluation Rubric

Criterion	2 Outstanding	1.5 Mastered Basic Skills	1 Developing	.5 Deficits	NA	Points Award ed
Counseling Relationship	Able to develop strong counseling relationship with client, able to successfully	Able to develop working counseling relationship; able to engage participant in	Minor problems developing counseling relationships and connecting with client.	Significant problems with forming counseling relationships . Unable to identify and/or		

	engage participant in treatment process. Conveys clear sense of respect for all perspectives.	majority of treatment process. Conveys respect for all perspectives.	Struggles with communicating with client different from self, including culture, age, SES, education, etc.	navigate significant diversity issues. Weakness of relationship makes progress unlikely.		
Attention to Client Needs and Diversity	Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Able to match treatment to client needs; adapts treatment to one or more areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Minor problems attending to client needs and/or diversity issues.	Significant problems attending to client needs and/or diversity issues; counseling progress not likely due to problems in these areas.		
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	Explains basic counseling process in	Minor problem explaining	Significant problems with		

	process in words client can understand to obtain consent to treat; uses opportunity to enhance counseling relationship.	words client can understand to obtain consent to treat.	counseling process to obtain consent to treat. Vague word choice or misses minor information.	obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed.		
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, and 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.		

Time Management	Outstanding use of time management from beginning to end of session; no sense of rush.	Good use of time management from beginning to end of session; ends on time.	Minor problems with time management; no more than 5 minutes over; may have minor feeling of rush.	Significant problems with time management; session more than 5 minutes over; feels rushed.		
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.		
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	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		

Total		Out of				20
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See how to write your paper below.

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

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

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

Typing Instructions: Use APA format

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

Rubric for How I will Evaluate You

Live Interview Evaluation Rubric Clinical Mental Health Counseling, Version 1.2

Date: _____

Counselor: _____

Evaluator/Instructor: _____

Level of Clinical Training:

☐ Pre-clinical training; coursework only

☐ 0-12 months ☐ 12-24 months ☐ 2+ years

Rating Scale

2=Outstanding: Strong mastery of skills and thorough understanding of concepts

1.5=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills

1=Developing: Minor conceptual and skill errors; in process of developing

.5=Deficits: Significant remediation needed; deficits in knowledge/skills

NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

Criterion	2 Outstanding	1.5 Mastered Basic Skills	1 Developing	.5 Deficits	N A	Points Awarded
Evaluation of Counseling Relationship and Role	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals.	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.		
Evaluation of Personal Reactions	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of		

	with model, congruency with client's cultural context.	with model, congruency with client's cultural context.	consistency with model, congruency with client's cultural context.	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 diversity, equity, and advocacy issues. Includes some proposed advocacy effort.	Clear understanding of diversity and equity and advocacy issues.	Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy.	One or more significant issues not addressed.		
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	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into		

	self and counseling process.	self and counseling process.	counseling process.	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	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.		
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.		
Total		Out of				20

I have abided by the Midwestern State University Code of Academic

Integrity on the above assignments.

Additional Resources:

American Psychological Association. (2009). *Publication manual of the American Psychological Association 6th Edition*. Washington, D.C.: American Psychological Association.

Jongsma A.E., Peterson, L.M., Bruce, T.J. (2014). *The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates (5th ed.)*. Hoboken, NJ: Wiley and Sons.

Jongsma, A.E., Peterson, L.M., McInnis, W.P., Bruce, T.J., (2014). *The Adolescent Psychotherapy Treatment Planner: Includes DSM-5 Updates (5th ed.)*. Hoboken, NJ: Wiley and Sons.

Jongsma, A.E., Peterson, L.M., McInnis, W.P., Bruce, T.J., (2014). *The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates (5th ed.)*. Hoboken, NJ: Wiley and Sons.

Zimmerman (2014). *Interview Guide for Evaluating DSM-5 Psychiatric Disorders and the Mental Status Examination*. Psych Products Press.

***Additional readings, handouts, and other materials will be posted online or distributed in class.**