



## **COUN 6053 Graduate Internship**

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

### **Instructor/Contact Information:**

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**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. 4<sup>th</sup> 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 the internship.

### **Suggested Texts:**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association 6<sup>th</sup> 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 (5<sup>th</sup> 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 (5<sup>th</sup> 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 (5<sup>th</sup> 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.

**Catalog/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

**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 that 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.

### **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 the 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.



### Course Calendar and Activities:

Week	Topics	Activities/ Assignments
1-Monday, June 2, 2025-Sunday, June 8, 2025	<ul style="list-style-type: none"> <li>•Informed Consent</li> <li>•Paperwork</li> <li>•Supervision</li> <li>•Professionalism</li> <li>•Assignments will be discussed</li> </ul>	Do Discussion Board, Post and Comment  <i>All zoom meetings will be on Mondays 630-8:00 pm CST</i>
2-Monday, June 9, 2025-Sunday, June 15, 2025	Chapter 3-Human Growth and Development	Presentation by Student: Chapter 3 Do Discussion Board, Post and Comment
3-Monday, June 16, 2025-Sunday, June 22, 2025	Chapter 4 – Social & Cultural Diversity	Presentation by Student: Chapter 4 Do Discussion Board, Post and Comment
4-Monday June 23, 2025-Sunday, June 29,2025	Chapter 5 – Counseling & Helping Relationships  <a href="#">Session Video and Evaluation Form Tk20 and D2L</a>	Presentation by Student: Chapter 5 (2 Students) Do Discussion Board, Post and Comment
5- Monday, June 30, 2025- Sunday July 6, 2025	Chapter 6 – Group Counseling & Group Work	Presentation by Student: Chapter 6 Do Discussion Board, Post and Comment
6- Monday, July 7, 2025-Sunday, July 13, 2025	Chapter 7 – Career Development	Presentation by Student: Chapter 7 Do Discussion Board, Post and Comment
7- Monday, July 14, 2025-Sunday, July 20, 2025	Chapter 8 – Assessment & Testing, Chapter 9 – Research & Program Evaluation	Presentation by Student: Chapter 8  Presentation by Student: Chapter 9 Do Discussion Board, Post and Comment
8- Monday, July 21, 2025-Sunday, July 27, 2025	Chapter 10 – Professional Orientation & Ethical Practice	Presentation by Student: Chapter 10  Do Discussion Board, Post and Comment <b>Reflection Paper Due: April 13th</b> Review Case Conceptualization
9- Monday, July 28, 2025-Sunday, August 3, 2025	Chapter 11- Counseling Families, Diagnosis, Neurocounseling, & Advanced Concepts	Do Discussion Board, Post and Comment

10- Monday, August 4, 2025-Sunday, August 7, 2025	COMPS	Hours log Due: Aug 7,2025
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### 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

Grade	Points
A	100-90
B	89-80
C	79-70 (C's are unacceptable in this program)
D	69-60
F	59 & below

### 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 6:45 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.

**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.*

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submissions - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Academic Honesty:**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

**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.

**Senate Bill 11:**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#).

**Ethics:** All students are required to adhere to the American Counseling Association Code of Ethics <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>. Students must also follow university policies and ethical standards at all times. Please consult the MSU Student Handbook for student conduct standards.

**Disability Support Services:**

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our candidates with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let me know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

**COVID:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

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

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

**Campus Carry:** Senate Bill 11, passed by the 84th Texas Legislature, allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

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

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

**Midwestern State University Values:**

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation

6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

**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

## APPENDICES

### Appendix A

#### Counseling Session (20 pts.)

**CACREP Standards Addressed:**

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

Turn this into 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		
	<b>Theory</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
22	Assessment Using Theory		
23	Uses 2 Theoretically Based Techniques		
24	What theory was used and how did it help manage the session?		
	<b>Inappropriate Items</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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		
	<b>Supervision</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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 the 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			
<b>Total points out of 20</b>			

# Student Self-Evaluation

## Session Video and Skills Evaluation Form

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

	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		
	<b>Theory</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
22	Assessment Using Theory		
23	Uses 2 Theoretically Based Techniques		
24	What theory was used and how did it help manage the session?		
	<b>Inappropriate Items</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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		
	<b>Supervision</b>	<b># of Times Demonstrated</b>	<b>Comments</b>

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:

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 the 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. The assignment will include:

1. APA Style Cover Page,
2. Live Interview Evaluation Rubric,
3. Paper analyses (see questions below),
4. References (Please ignore regular APA requirements about tables, etc., to insert the Live Interview Evaluation Rubric).

Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluations from supervisors. 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 evident

**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 Awarded
<b>Counseling Relationship</b>	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.	Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including culture, age, SES, education, etc.	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant diversity issues. Weakness of relationship makes progress unlikely.		
<b>Attention to Client Needs and Diversity</b>	Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Able to match treatment to client needs; adapts treatment to one or more areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Minor problems attending to client needs and/or diversity issues.	Significant problems attending to client needs and/or diversity issues; counseling progress not likely due to problems in these areas.		
<b>Explain Practice Policies</b>	Skillful explanation of practice setting rules, fees, rights, confidentiality, and its limits;	Explains basic practice setting rules, fees, rights, confidentiality, and its limits; uses	Minor problems explaining practice setting rules, fees, rights, confidentiality;	Significant problems explaining practice setting rules, fees, rights, and		

	uses opportunity to establish working relationship; good use of self; clearly understands practice policies.	opportunity to build basic rapport; understands major practice policies.	nervousness may deter from forming relationship; understands most practice policies.	confidentiality; significant problems connecting with client; misunderstands numerous practice policies.		
<b>Consent to Treatment</b>	Skillful job explaining counseling process in words client can understand to obtain consent to treat; uses opportunity to enhance counseling relationship.	Explains basic counseling process in words client can understand to obtain consent to treat.	Minor problem explaining counseling process to obtain consent to treat. Vague word choice or misses minor information.	Significant problems with obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed.		
<b>Client Assessment</b>	Thoughtful assessment of client and system, including biopsychosocial history, mental health history, family history; thoughtful adaptation to development level; obtains problem description from each involved party.	Clear assessment of client and system, including biopsychosocial history, mental health history, 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.		
<b>Content VS Process</b>	Thoughtful ability to distinguish content from process; able to track process while attending to content and developing at least one intervention that attends to process.	Able to distinguish content from process; able to track process while attending to content; does not begin to intervene on content when it is a process issue.	Sidetracked one or more times with content but at some point, able to return focus to process	Mistakes content for significant process issue. Unable to track process and session loses impact due to focus on content.		



<b>Time Management</b>	Outstanding use of time management from beginning to end of session; no sense of rush.	Good use of time management from beginning to end of session; ends on time.	Minor problems with timing management; no more than 5 minutes over; may have minor feeling of rush.	Significant problems with time management; session more than 5 minutes over; feels rushed.		
<b>Psychoeducation and Recovery Services</b>	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of 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.		
<b>Participation in Class Discussions</b>	Consistently, actively supports, engages, listens, and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.		
<b>Writing Ability and APA</b>	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.	Cohesive paper in mostly APA formatting	Student jumps around in formatting and content	Shows no knowledge of APA formatting		
<b>Total</b>		<b>Out of</b>				<b>20</b>

**See how to write your paper below.**

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

Evaluate your skills by answering the following questions. Cite professionals 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 improvement plan.

*Typing Instructions: Use APA format*

- Include an APA 7 cover sheet
- 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 evident

**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
<b>Evaluation of Counseling Relationship and Role</b>	Outstanding evaluation of counseling relationship, counselor role, client responsiveness ; attention to diversity issues and client acceptance of goals.	Clear evaluation of counseling relationship, counselor role, client responsiveness ; attention to key diversity issues and client acceptance of goals.	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.		

<b>Evaluation of Personal Reactions</b>	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context.		
<b>Evaluation of Legal &amp; Ethical Issues</b>	Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions.	Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions.	Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.	Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.		
<b>Evaluation of Socio-cultural and Equity Issues</b>	Thoughtful understanding of diversity, equity, and advocacy issues. Includes some proposed advocacy effort.	Clear understanding of diversity and equity and advocacy issues.	Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy.	One or more significant issues not addressed.		
<b>Evaluation of Clinical Skill</b>	Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating.	Clear insight into major strengths, weaknesses, effectiveness in session.	Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating.	Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues.		
<b>Plan and Priorities</b>	Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and		

	and counseling process.	insight into self and counseling process.	counseling process.	counseling process.		
<b>Quality of Writing</b>	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.		
<b>Participation in Class Discussions</b>	Consistently, actively supports, engages, listens, and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.		
<b>Professional Identity</b>	Demonstrates vast understanding of self within professional identity and the complexities of boundaries.	Demonstrates basic understanding of self within professional identity and the complexities of boundaries.	Minor problems navigating professional identity, boundaries, and the self.	Limited ability to process professional identity, boundary issues, or self-awareness issues present.		
<b>APA Format</b>	No more than one or two minor APA errors; overall, follows general format.	Few and minor APA errors; overall, follows general format.	Numerous APA errors that are distracting; numerous inconsistencies.	Significant problem following APA style; numerous problems in several areas.		
<b>Total</b>		<b>Out of</b>				<b>20</b>

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