



**Course Syllabus: COUN 5203 – Introduction to Counseling
Gordon T. & Ellen West College of Education
and Professional Studies
Part A, August 24 – October 16, 2026**

***Important!** This course's weeks start on Monday and end on Sunday, except for the last week, which ends on Friday.

Contact Information

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Course Description

The Introduction to Counseling course is designed to provide students with sufficient knowledge to begin the Counseling program. The course provides an overview of the professional, ethical, legal, theoretical, and practical aspects of professional counseling. The historical development of the counseling profession is explored, as well as the roles, responsibilities, and training required for a variety of counseling specialties. Students are asked to examine personal motives for entering the counseling field and to explore professional goals.

Prerequisites: There are no prerequisites for this course.

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

Course Rationale

In this course, students will gain knowledge regarding the personal and professional characteristics of effective counselors. They will learn communication skill training in basic counseling techniques and in maintaining a helping environment.

Textbook & Instructional Materials

Erford, B. T. (2024). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations*. New York, NY: Pearson.

OPTIONAL TEXTBOOKS:

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

Association: The official guide to APA style. Washington, DC: American Psychological Association.

Course Objectives

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

- Section 3: A.1. history and philosophy of the counseling profession and its specialized practice areas
- 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.4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
- Section 3: A.5. the role and process of the professional counselor advocating on behalf of the profession
- 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: B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
- Section 3: C.1. theories of individual and family development across the lifespan
- Section 3: C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness KPI
- Section 3: C.13. effects of crises, disasters, stress, grief, and trauma 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.3. case conceptualization skills using a variety of models and approaches
- Section 3: E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- Section 3: E.11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences KPI
- Section 3: E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies KPI
- 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.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

Learning Objectives

- 1.** Describe the role of the professional counselors and the helping process.
- 2.** Understand the skills of active listening and communicating empathy.
- 3.** Comprehend ways to identify and explore client issues, difficulties, strengths, and resources.
- 4.** Develop openness to examining personal characteristics, communication style, and values that will affect the counselor/client relationship.
- 5.** Become articulate in describing your view of how the helping process works and how your personal style is naturally effective and can be adapted to meet clients' needs.

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](#)

Moffett Library

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

Grading

Course Grade

Table 1:

Assignments	Points
Discussion Board and Class Participation	160
Theories Paper Tk20 Link	30
Human Development and Multicultural Group Project Tk20 Link	36
My Counselor Identity Plan Tk20 Link	30
Final Exam (D2L)	17
Total Points	273

Table 2: Total points for final grade.

Grade	Points
A	246-276
B	219-245
C	191-218
D	164-190

Homework

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L (and to Tk20) AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE (7).**

Discussion Board, and Class Participation: (160 pts.) Students are required to answer questions regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students are required to participate in the discussions and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted. Discussion posts must be written in an academic, formal manner using APA 7 format **(See Appendix A). 3.A.1., 3.A.2., 3.A.3., 3.A.4., 3.A.5., 3.A.7., 3.A.10., 3.A.11., 3.B.2., 3.C.1., 3.C.11, 3.C.13., 3.D.1., 3.E.1., 3.E.3., 3.E.8., 3.E.11., 3.E.20, 5.C.2., 5.C.8.**

Projects Required

Theories Paper: (30 pts.) The purpose of this assignment is to explore and critically analyze the role of theory in mental health counseling. In this paper, you will discuss the most significant reason mental health counselors use theoretical frameworks in their practice. You will also examine two significant factors that might influence the development of your own theoretical orientation as a mental health counselor. Your paper should demonstrate a comprehensive understanding of counseling theories, their relevance in clinical practice, and how personal, cultural, and professional factors might shape your theoretical orientation. You are expected to engage with course readings, relevant literature, and course materials, incorporating both theoretical concepts and practical applications. Your paper should include the following:

1. **Introduction to Counseling Theories:** Begin by discussing the role of theory in mental health counseling. Why is theory essential in guiding practice?
2. **Significant Reason for Using Theory:** Describe the most significant reason mental health counselors use theory in their work. Provide examples of how theory informs counseling practice and decision-making.
3. **Factors Impacting Your Theoretical Orientation:** Identify and explain two significant factors that will influence the development of your personal theoretical orientation as a counselor. These may include personal values, life experiences, background, and professional training. Discuss how these factors may shape your future counseling approach.

4. Integration of Course Materials and Research: Your paper should integrate the theories and concepts presented in the course, using scholarly sources to support your discussion. Demonstrate critical thinking by evaluating different counseling theories and their applicability in various counseling contexts.
5. Conclusion: Summarize the key points discussed in the paper and reflect on how understanding your theoretical orientation will impact your future work as a counselor.

Your paper should be clearly written, logically organized, and well-supported with relevant academic resources. Use APA 7 format for citations and references, ensuring that all sources are properly attributed. (See Appendix B). KPI/Tk20 Assignment: 3.C.1., 3.D.1., 3.E.1., 3.E.3, 3.E.11. Please turn in assignment to Tk20 link & D2L.

Human Development and Multicultural Group Project: (36 pts.) The Human Development and Multicultural Group Project requires students to collaborate in groups of three to four students to create a voice-over PowerPoint presentation. The presentation will focus on a chosen stage of human development, exploring both the developmental aspects and the potential multicultural implications when working with that population. Students will demonstrate their understanding of human development theories and apply them to the context of clinical mental health counseling, highlighting how multicultural considerations influence counseling approaches.

- Group Work: Each group should consist of three to four members. Students are expected to divide responsibilities equally. If a group member fails to share responsibility, up to 15 points can be deducted from their overall grade.
- Presentation: Create a voice-over PowerPoint (minimum of eight slides). Include the following:
 - A cover slide with the presentation title and group members' names.
 - Content slides that address the assignment's core components (listed below).
 - Reference slides at the end with APA 7 style citations.
- APA Style: Ensure that all slides are formatted in APA 7 style, including in-text citations and references.
- References: Minimum of eight peer-reviewed references (in addition to the textbook).
- Peer Evaluation: Each group member must complete a peer evaluation of their peers and themselves.

Presentation Outline:

1. Introduction to Human Development:

- Define the main concepts of human development (physical, cognitive, emotional, and social development). ○ Discuss why understanding human development is important for counselors.
- 2. Developmental Theories:
 - Discuss one theorist's stages of human development (Erikson, Piaget, etc.), and explain how their theory informs clinical mental health counseling. ○ Address why counselors need to understand developmental theories when working with clients.
- 3. Stage of Human Development:
 - Select one stage of human development (e.g., Industry vs. Inferiority, Identity vs. Role Confusion, etc.) and provide an in-depth discussion of its significance.
 - Identify developmental concerns associated with this stage that are important for the counseling process.
- 4. Multicultural Implications:
 - Explain the importance of applying multicultural competencies to clients in the stage of development you've chosen. ○ Identify multicultural concerns related to your chosen developmental stage (e.g., gender differences, cultural views on adulthood, rituals in different cultures, struggles faced by immigrant children, religion, spirituality, etc.).
 - Discuss how these issues affect your conceptualization of a client and ways to incorporate these concerns into counseling.
- 5. Counseling and Conceptualizing Clients:
 - Explain how human development theories assist in conceptualizing clients. ○ Discuss how understanding the stage of development and cultural considerations informs a counselor's approach to conceptualizing and treating clients.
- 6. Cultural Competency:
 - Briefly present your personal plan to become a culturally competent counselor. ○ Reflect on the actions and strategies you will take to develop and maintain cultural awareness and competence throughout your career. (See Appendix C). KPI: 3.B.2., 3.C.1., 3.C.11., 3.C.13., 3.E.20. Please turn in assignment to Tk20 link & D2L.

My Counselor Identity Plan: (30 pts.) This assignment is designed to help you reflect on your personal and professional journey in becoming a clinical mental health counselor. Through this process, you will develop a comprehensive plan that encompasses your motivations, professional growth strategies, and your vision for leadership within the counseling field. You will also map out key milestones in your academic and clinical training, including practicum and internship timelines, and explore opportunities for continuing education and conference participation. Additionally, you will research and outline the

requirements for licensure in your state, detailing the necessary education, supervision, and examination components. This plan will serve as a guide to not only achieve licensure but also to identify areas for future specialization and certification, ensuring you are well-prepared to excel in your career as a counselor. Students must correctly cite in-text citations and correlating sources on their reference page. The paper should adhere to APA 7 edition style and be written in an academic tone with appropriate grammar (See Appendix D). KPI/Tk20 Assignment: 3.A.2., 3.A.3., 3.A.5., 3.A.10. Please turn in assignment to Tk20 link & D2L.

Final Exam

Final Exam: (20 pts.)

There will be a final exam over the topics covered throughout the class. Students will be able to take the exam twice, with the highest grade being kept (**See Appendix E**). **3.A.1., 3.A.2., 3.A.3., 3.A.4., 3.A.5., 3.A.7., 3.A.10., 3.A.11., 3.B.2., 3.C.1., 3.C.11., 3.C.13, 3.D.1., 3.E.1., 3.E.3, 3.E.8., 3.E.11., 3.E.20, 5.C.2., 5.C.8.**

Extra Credit

There is no extra credit offered in this course.

Late Work

All papers and assignments must be turned in the day they are due. If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***-2pts per day**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Make Up Work/Tests

No make up work or tests are offered in this course.

Important Dates

Last day for term schedule changes: August 24-27, 2026 Check date on [Academic Calendar](#).

Deadline to file for graduation: September 21, 2026. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 7, 2026. 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.

Attendance

Regular participation is essential for success, because many of the skills covered in this course are not taught in textbooks. Graduate students are expected to log into D2L regularly, as this is considered class "attendance". Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

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

Recording Classes

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

Instructor Class Policies

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles.

Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

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

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

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.

- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

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 Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

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

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 WATC. 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 [MSUReady – Active Shooter](#). 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.”](#)

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.

Course Schedule:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 8/24 to 8/30	• Syllabus Review • Read Chapters 1-3	Read Chapters 1-3 Do Discussion Board, Post and Comment due 8/30
Week 2 8/31 to 9/6	• Read Chapters 4-5	Read Chapters 4-5 Do Discussion Board, Post and Comment due 9/6
Week 3 9/7 to 9/13 3.C.1., 3.D.1., 3.E.1., 3.E.3, 3.E.11.	• Read Chapters 6-7 • Theories Paper Appendix B Submit to Tk20 & D2L	Read Chapters 6-7 Do Discussion Board, Post and Comment Complete Theories Paper Appendix B due 9/13

Week or Module	Activities/Assignments/Exams	Due Date
Week 4 9/14 to 9/20	• Read Chapters 8-9	Read Chapters 8-9 Do Discussion Board, Post and Comment due 9/20

Week 5 9/21 to 9/27 3.B.2., 3.C.1., 3.C.11., 3.C.13., 3.E.20.	- Read Chapters 10-11 - Human Development and Multicultural Group Presentation Appendix C Submit to Tk20 & D2L	Read Chapters 1011 Do Discussion Board, Post and Comment Submit Human Development and Multicultural Group Presentation Appendix C due 9/27
Week 6 9/28 to 10/4 KPI 3.C.11., 3.E.11.	Read Chapters 12-13 Work on your upcoming Counselor Identity Plan	Read Chapters 1213 Do Discussion Board, Post and Comment due 10/4 Work on your upcoming Counselor Identity Plan
Week 7 10/5 to 10/11 3.A.2., 3.A.3., 3.A.5., 3.A.10.	- Read Chapters 14-15 - My Counselor Identity Plan Appendix D Submit to Tk20 & D2L	Read Chapters 1415 Do Discussion Board, Post and Comment Complete My Counselor Identity Plan: Appendix D due 10/11
Week 8 10/12 to 10/16	Read Chapters 16-17	Read Chapters 16-17
	Activities/Assignments/Exams	Due Date

3.A.1., 3.A.2., 3.A.3., 3.A.4., 3.A.5., 3.A.7., 3.A.10., 3.A.11., 3.B.2., 3.C.1., 3.C.11., 3. C.13, 3.D.1., 3.E.1., 3.E.3, 3.E.8., 3.E.11., 3.E.20, 5.C.2., 5.C.8.	• Final Exam Appendix E Chapters 1-17	Do Discussion Board, Post and Comment Final Exam Appendix E Chapters 1-17 *Note that class ends on Friday! Due 10/16
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APPENDIX A

DISCUSSION BOARD POSTS

CACREP Standards:

3.A.1., 3.A.2., 3.A.3., 3.A.4., 3.A.5., 3.A.7., 3.A.10., 3.A.11., 3.B.2., 3.C.1., 3.C.11, 3.C.13., 3.D.1., 3.E.1., 3.E.3., 3.E.8., 3.E.11., 3.E.20, 5.C.2., 5.C.8.

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

Rubric of Online Assignments and Comments (Possible 160 Pts.)

Points Earned	Week	Comments
_____	Week 1 (20 pts)	
_____	Week 2 (20 pts)	
_____	Week 3 (20 pts)	
_____	Week 4 (20 pts)	
_____	Week 5 (20 pts)	
_____	Week 6 (20 pts)	
_____	Week 7 (20 pts)	
_____	Week 8 (20 pts)	

Total Points Earned _____ / 160 pts.

Collaboration is more important in the online learning environment. With that in mind, it is critical that we get to know one another when communicating online. *To promote community, we will be utilizing this forum to create a community during this course.

Each week you will be required to write your own post and at least one ***substantive** response to a peer. In this program's courses, we use the

discussion board as a way to "attend" weekly. During the course, we will be using the discussion board to share our learning and experiences. ***For your post each week, you must write at least three academic paragraphs, at least five sentences each paragraph.** Please make sure to create an original post each week and comment on at least one other student's post. If you use resources in your post, please be sure to appropriately cite them in-text and put them as a reference at the bottom of your post in proper APA 7 formatting.

***Responses to peers must be substantive and be a minimum of one paragraph made up of 5-7 sentences.** Replying "Great post" to a peer is not substantive, and will result in loss of credit.

APPENDIX B

Appendix B

Theories Paper: (30 pts.) The purpose of this assignment is to explore and critically analyze the role of theory in mental health counseling. In this paper, you will discuss the most significant reason mental health counselors use theoretical frameworks in their practice. You will also examine two significant factors that might influence the development of your own theoretical orientation as a mental health counselor. Your paper should demonstrate a comprehensive understanding of counseling theories, their relevance in clinical practice, and how personal, cultural, and professional factors might shape your theoretical orientation. You are expected to engage with course readings, relevant literature, and course materials, incorporating both theoretical concepts and practical applications. Your paper should include the following:

1. **Introduction to Counseling Theories:** Begin by discussing the role of theory in mental health counseling. Why is theory essential in guiding practice?
2. **Significant Reason for Using Theory:** Describe the most significant reason mental health counselors use theory in their work. Provide examples of how theory informs counseling practice and decision-making.
3. **Factors Impacting Your Theoretical Orientation:** Identify and explain two significant factors that will influence the development of your personal theoretical orientation as a counselor. These may include personal values, life experiences, cultural background, and professional training. Discuss how these factors may shape your future counseling approach.
4. **Integration of Course Materials and Research:** Your paper should integrate the theories and concepts presented in the course, using scholarly sources to support your discussion. Demonstrate critical thinking by evaluating different counseling theories and their applicability in various counseling contexts.
5. **Conclusion:** Summarize the key points discussed in the paper and reflect on how understanding your theoretical orientation will impact your future work as a counselor.

Your paper should be clearly written, logically organized, and well-supported with relevant academic resources. Use APA 7 format for citations and references, ensuring that all sources are properly attributed. Using the template located in D2L is optional. **KPI/Tk20 Assignment: 3.C.1., 3.D.1., 3.E.1., 3.E.3, 3.E.11. Please turn in assignment to Tk20 link & D2L.**

Theories Paper Rubric (30 points)

Criteria	0-14pts Beginning	15-18pts Basic	19-22pts Proficient	23-26pts Advanced	27-30pts Exceptional
Response to Assignment Prompt	Fails to address the assignment's key elements. Misses the point, lacks depth, and does not demonstrate engagement with course materials.	Partially addresses the assignment but lacks clarity or depth. Does not fully address all points.	Adequately addresses the assignment prompt with clarity and sufficient detail. Responds to the topic and covers the required points.	Responds to the assignment prompt in depth with clear, focused analysis and insightful connections to course materials.	Exceeds expectations by providing a deep, original response that goes beyond the assignment requirements and adds new perspectives.
Application of Theoretical Concepts (CACREP 3.C.1., 3.D.1., 3.E.1., 3.E.3, 3.E.11.)	Demonstrates little understanding of the concepts. Fails to integrate or apply theories correctly.	Shows limited understanding of theories, with some errors or omissions. Attempts to apply theories but with little depth.	Demonstrates solid understanding and application of the theories, with clear connections to practice and relevant examples.	Demonstrates deep understanding and insightful application of theories to practice, with strong critical thinking and relevant examples.	Demonstrates exceptional mastery of theories, with original insights and comprehensive application. Theories are analyzed deeply and connected to real-world practice.

Quality of Writing and Organization	Writing is unclear and poorly organized. Numerous grammar or spelling errors. APA format is not followed or is improperly applied.	Writing lacks clarity or organization. Several errors in grammar, spelling, and APA format.	Writing is clear and wellorganized with minor errors in grammar, spelling, and APA format.	Writing is clear, concise, and wellorganized, with few errors in grammar, spelling, or APA format.	Writing is exceptionally clear, concise, and wellorganized with flawless grammar, spelling, and APA format. The paper is professional and polished.
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APPENDIX C

Human Development and Multicultural Group Project: (36 pts.)

The Human Development and Multicultural Group Project requires students to collaborate in groups of three to four students to create a voice-over PowerPoint presentation. The presentation will focus on a chosen stage of human development, exploring both the developmental aspects and the potential multicultural/diversity implications when working with that population. Students will demonstrate their understanding of human development theories and apply them to the context of clinical mental health counseling, highlighting how multicultural considerations influence counseling approaches.

- **Group Work:** Each group should consist of three to four members. Students are expected to divide responsibilities equally. If a group member fails to share responsibility, up to 15 points can be deducted from their overall grade.
- **Presentation:** Create a voice-over PowerPoint (minimum of eight slides). Include the following:
 - A cover slide with the presentation title and group members' names.
 - Content slides that address the assignment's core components (listed below).
 - Reference slides at the end with APA 7 style citations.
- **APA Style:** Ensure that all slides are formatted in APA 7 style, including in-text citations and references.
- **References:** Minimum of eight peer-reviewed references (in addition to the textbook).
- **Peer Evaluation:** Each group member must complete a peer evaluation of their peers and themselves.

Presentation Outline:

7. Introduction to Human Development:
 - Define the main concepts of human development (physical, cognitive, emotional, and social development).
 - Discuss why understanding human development is important for counselors.
8. Developmental Theories:
 - Discuss one theorist's stages of human development (Erikson, Piaget, etc.), and explain how their theory informs clinical mental health counseling.
 - Address why counselors need to understand developmental theories when working with clients.
9. Stage of Human Development:
 - Select one stage of human development (e.g., Industry vs. Inferiority, Identity vs. Role Confusion, etc.) and provide an in-depth discussion of its significance.
 - Identify developmental concerns associated with this stage that are important for the counseling process.
10. Multicultural and Diversity Implications:
 - Explain the importance of applying multicultural competencies to clients in the stage of development you've chosen.
 - Identify multicultural/diversity concerns related to your chosen developmental stage (e.g., gender differences, cultural views on adulthood, rituals in different cultures, struggles faced by immigrant children, religion, spirituality, etc.).
 - Discuss how diversity issues affect your conceptualization of a client and ways to incorporate these concerns into counseling.
11. Counseling and Conceptualizing Clients:

Criteria	0-11pts Beginning	12-19pts Basic	20-27pts Proficient	28-36pts Advanced
Response to Assignment Prompt	Does not address the key elements of the assignment. Misses the core topic and fails to integrate course content.	Partially addresses the assignment but lacks depth. Misses some key points and connections to course materials.	Adequately addresses all points of the assignment with some depth and clarity.	Responds to all parts of the assignment with strong depth and clarity, showing good understanding of the topic.

Understanding of Human Development (CACREP 3.C.1, 3.C.13)	Demonstrates minimal understanding of developmental theories. Lacks accurate information	Shows basic understanding of developmental theories, but with notable	Demonstrates a solid understanding of key developmental theories and	Demonstrates a deep understanding of developmental theories and <u>integrates them</u>
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- Explain how human development theories assist in conceptualizing clients. ○ Discuss how understanding the stage of development and cultural considerations informs a counselor's approach to conceptualizing and treating clients.
- 12. Cultural Competency:
 - Briefly present your personal plan to become a culturally competent counselor. ○ Reflect on the actions and strategies you will take to develop and maintain cultural awareness and competence throughout your career. KPI: 3.B.2., 3.C.1., 3.C.11., 3.C.13., 3.E.20. Please turn in assignment to Tk20 link & D2L..

Human Development and Multicultural Group Project Rubric (36 points)

Criteria	0-11pts Beginning	12-19pts Basic	20-27pts Proficient	28-36pts Advanced
	or relevance to clinical practice.	inaccuracies or omissions.	their application to clinical practice.	effectively into clinical practice.
Stage of Development and Application (CACREP 3.C.11, 3.E.20)	Fails to select a clear stage or provides an incomplete discussion. Does not connect the stage to clinical mental health counseling.	Selects a stage but provides only a superficial discussion. Limited connection to clinical counseling.	Clearly selects a stage of development and offers a good discussion of its relevance to counseling practice.	Clearly and deeply analyzes the chosen stage, explaining its implications for counseling and client conceptualization.
Multicultural and Diversity Considerations (CACREP 3.B.2.)	Lacks consideration of multicultural/diversity factors. No mention of how cultural competencies affect client care.	Mentions multicultural or diversity factors but with minimal depth or relevance to the chosen stage.	Discusses cultural/diversity factors relevant to the developmental stage and includes some thoughtful examples.	Demonstrates a solid understanding of how multicultural and diversity considerations influence counseling practice. Offers clear examples.
Organization and Clarity of Presentation	The presentation is poorly organized and unclear. Information is scattered, and it is difficult to follow.	The presentation is somewhat organized but lacks clarity in parts. Some sections may be confusing or disjointed.	The presentation is clear, logically organized, and easy to follow. Some minor improvements could be made for flow.	The presentation is well-organized, logical, and flows smoothly. Ideas are clearly presented with minimal confusion.

APA Format and References	Does not follow APA format. Lacks proper citations, references,	Demonstrates partial understanding of APA format.	Follows APA format with only minor errors in	Follows APA format with few minor errors. Proper citations
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Criteria	0-11pts Beginning	12-19pts Basic	20-27pts Proficient	28-36pts Advanced
	or uses incorrect formatting.	Contains several errors in citations or reference list.	citation style or reference list.	are used throughout the presentation.
Collaboration and Group Contribution	Contributed little to the group work. Did not collaborate effectively and required significant oversight.	Contributed minimally to the group work. Occasionally worked with others but did not contribute substantially to the project's success.	Contributed appropriately to the group effort, collaborating with others to complete the project on time.	Actively participated and collaborated well with the group, demonstrating strong teamwork and initiative.
Depth of Clinical Application	Does not make a clear connection between human development theories and clinical application.	Provides basic application of developmental theory but lacks detailed or meaningful connections to counseling practice.	Shows clear connections between developmental theories and clinical practice, with appropriate examples.	Demonstrates a deep and thoughtful application of developmental theory to clinical practice. Strong connections to client work.
Professionalism and Presentation	Presentation lacks professionalism. Content is disorganized, and group work does not reflect effort or thoughtfulness.	Presentation is somewhat professional but lacks polish. May include unrefined content or disorganized sections.	Presentation is professional, with thoughtful content and a reasonable amount of effort put into the visual and verbal aspects.	Presentation is highly professional with clear, thoughtful content, well-designed visuals, and smooth verbal delivery.

Group Project Peer Evaluation

Group Member Name: _____

Evaluator Name: _____

Please rate your group member (including yourself) on the following criteria using the scale below:

- **1 = Needs Improvement**
- **2 = Fair**
- **3 = Good**
- **4 = Excellent**
- **5 = Outstanding**

1. Availability and Communication: Did this group member attend meetings and communicate effectively with the team?

- 1 – Needs Improvement
- 2 – Fair
- 3 – Good
- 4 – Excellent
- 5 – Outstanding

2. Contribution to Work: Did this group member contribute fairly to the project and complete their assigned tasks?

- 1 – Needs Improvement
- 2 – Fair
- 3 – Good
- 4 – Excellent
- 5 – Outstanding

3. Timeliness and Meeting Deadlines: Did this group member complete their tasks on time and meet deadlines?

- 1 – Needs Improvement
- 2 – Fair
- 3 – Good
- 4 – Excellent
- 5 – Outstanding

4. Teamwork and Attitude: Did this group member cooperate well with others and maintain a positive attitude throughout the project?

- 1 – Needs Improvement
- 2 – Fair
- 3 – Good
- 4 – Excellent
- 5 – Outstanding

5. Quality of Work and Contribution to Group Success: Did this group member produce high-quality work that contributed to the success of the project?

- 1 – Needs Improvement
- 2 – Fair
- 3 – Good
- 4 – Excellent
- 5 – Outstanding

Comments (Optional):

APPENDIX D

My Counselor Identity Plan: (30 pts.)

This assignment is designed to help you reflect on your personal and professional journey in becoming a clinical mental health counselor. Through this process, you will develop a comprehensive plan that encompasses your motivations, professional growth strategies, and your vision for leadership within the counseling field. You will also map out key milestones in your academic and clinical training, including practicum and internship timelines, and explore opportunities for continuing education and conference participation. Additionally, you will research and outline the requirements for licensure in your state, detailing the necessary education, supervision, and examination components. This plan will serve as a guide to not only achieve licensure but also to identify areas for future specialization and certification, ensuring you are well-prepared to excel in your career as a counselor. Students must correctly cite in-text citations and correlating sources on their reference page. The paper should adhere to APA 7 edition style, be written in an academic tone with appropriate grammar, and follow the provided template as an example. KPI/Tk20 Assignment: Please turn in assignment to Tk20 link & D2L. CACREP Standards: 3.A.2., 3.A.3., 3.A.5., 3.A.10.

My Counselor Identity Plan Outline

Name:

Degree:

Expected Graduation Date:

Professional Development:

Please write at least three paragraphs that address all of the following topics.

- Why are you obtaining your graduate degree in Clinical Mental Health Counseling?
- What factors motivate you to complete your degree and excel in your career as a counselor?
- How do you intend to begin/continue your growth within the counseling field?
- Name a professional conference you would like to attend. Research the conference to obtain dates, locations, etc.

- Name a professional topic you would be interested in presenting at a conference.
- Identify ways in which you plan to participate in leadership opportunities.
- Identify how you plan to review and understand the entire ACA Code of Ethics and when in your academic career this will be achieved.
- Identify associations you plan to join (American Counseling Association/your state counseling association/Association of Mental Health Counselors), what divisions you plan to join, and when you plan to join.
- What are the requirements for continuing education after you are licensed in your state? List continuing education opportunities you can engage in after graduation.

Clinical Training:

Expected date (term and year) to begin Practicum:

Expected date (term and year) to begin Internship I:

Expected date (term and year) to begin Internship II:

Internship requirements expected to be completed by:

Plan for Licensure:

Please review your state licensure requirements to obtain the following information. Include your Licensure Plan below in paragraph form.

- Identify all licensure requirements for your state.
- Education requirements- list degree required, any required accreditations, required courses (use the Course Chart provided below), continuing education, etc.
- Supervision requirements- list required practicum, internship, and postmaster's supervision hours, required credentials for your supervisor (LPC, LMHC, etc.), time requirements meeting with your supervisor, any regulations set by your state, etc.
- Exam requirements- list when you are eligible to take the exam, exam fees, when/where the exam is offered, etc.
- Include any additional requirements that are necessary for you to proceed with the licensure process.
- Identify at least three possible facilities in which to complete your Practicum, Internship I, and Internship II.

Complete a Course Chart to identify courses required by your state for licensure and the equivalent courses offered in your program at MSU. (This comparison will be required when you apply to take the licensing exam).

Courses required by your State	Courses required in your CLMH program
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

Licensure: Goal date to complete the National Counselor Exam/State Licensure Exam: _____.

Who is responsible for issuing counseling licenses in your state?

Expected date to complete all licensure requirements:

_____.

List what you are currently interested in getting certifications in:

_____.

What all is involved in getting that/those certification(s)?

Rubric of My Counselor Identity Plan (30 points)

Criteria	0-14pts Beginning	15-18pts Basic	19-22pts Proficient	23-26pts Advanced	27-30pts Exceptional
Professional Development (CACREP 3.A.2, 3.A.3.)	Minimal responses that fail to address key questions. Little to no research on conference and professional topic.	Some responses to questions but lack detail or depth. Conference is mentioned but not researched thoroughly, and professional topic is weak or underdeveloped.	Adequate responses that address most questions. Conference is researched, and professional topic is covered, but lacks some depth.	Detailed and thoughtful responses that address all questions in depth. Conference is well-researched with insightful analysis. Professional topic is discussed with significant depth and connection to counseling theories and trends.	Thorough and reflective response that addresses all questions in detail. Wellresearched conference with comprehensive analysis. Professional topic is discussed with depth, drawing clear connections to counseling theories, emerging trends, and its direct application to the counseling profession. Demonstrates a nuanced understanding of how professional development informs practice.

Clinical Training & Licensure Plan	No clear plan or understanding of clinical training and licensure. Lacks research or structure.	Basic plan with few details or unclear components for practicum, internship, licensure, and exams. Self-	Addresses most components of clinical training and licensure, but lacks depth in some areas	Wellorganized plan addressing all areas of clinical training, including practicum,	Comprehensive, well-organized plan that details each phase of clinical training, including
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Criteria	0-14pts Beginning	15-18pts Basic	19-22pts Proficient	23-26pts Advanced	27-30pts Exceptional
		care strategies are mentioned but underdeveloped.	such as selfcare, supervision, or exam preparation.	internships, licensure exams, and supervision. Includes some strategies for selfcare, balance, and burnout prevention.	practicum, internships, licensure exams, and supervision. Thoughtfully integrates strategies for self-care, work-life balance, and burnout prevention. Shows an advanced understanding of the licensure process, with clear milestones for personal and professional development.

Course Chart	Course chart is missing, incomplete, or contains significant inaccuracies .	Course chart is incomplete, with several errors in aligning state requirements with MSU courses.	Course chart is complete but may have minor errors or misalignments in aligning state requirements with MSU courses.	Course chart is complete and mostly accurate, aligning state requirements with MSU courses with few minor discrepancies.	Accurately and thoroughly completes the course chart, ensuring alignment between state licensure requirements and MSU courses. Demonstrates exceptional attention to detail, ensuring all necessary
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Criteria	0-14pts Beginning	15-18pts Basic	19-22pts Proficient	23-26pts Advanced	27-30pts Exceptional
					courses are clearly identified with logical connections to licensure requirements.

Future Goals	No clear future goals. No timeline or specific plans for licensure or certifications.	Goals are vague, lack specific dates or certifications, and show minimal planning for future career development.	Future goals are discussed with some detail but lack specificity regarding dates or clear steps for licensure, certifications, or career advancement.	Clear and specific future goals are outlined, with some dates for licensure and certifications and clear career aspirations.	Clear, specific, and measurable future goals, including well-defined timelines for licensure, certifications, and professional achievements. Demonstrates a proactive approach to career development, identifying key opportunities for growth, continuing education, and meaningful contributions to the counseling field.
Counselor Identity Reflection (CACREP 3.A.5., 3.A.10.)	Little to no reflection on counselor identity. No connection to	Limited reflection on counselor identity. May lack depth in connecting	Adequate reflection on counselor identity with some personal	Strong reflection on counselor identity, with	Thorough, reflective, and insightful discussion of counselor identity,
Criteria	0-14pts Beginning	15-18pts Basic	19-22pts Proficient	23-26pts Advanced	27-30pts Exceptional

	professional identity or ethical practice.	personal values to professional identity.	insights but may lack a connection to professional role or counseling theories.	personal insights and some integration of professional role, ethical practice, and counselor theories.	demonstrating significant self-awareness. Clearly articulates how personal values, experiences, and ethical considerations shape professional identity and counseling practice. Integrates personal insights with counseling theories and demonstrates commitment to ongoing personal and professional development.
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APPENDIX E

Final Exam (20 pts.)

Appendix E

Final Exam (20 Pts.) Chapters 1 through 17. Questions are multiple choice. You may take the exam twice, and your highest grade will be kept. There will be a question from each chapter of your textbook.

CACREP Standards: **3.A.1., 3.A.2., 3.A.3., 3.A.4., 3.A.5., 3.A.7., 3.A.10., 3.A.11., 3.B.2., 3.C.1., 3.C.11., 3.C.13, 3.D.1., 3.E.1., 3.E.3, 3.E.8., 3.E.11., 3.E.20, 5.C.2., 5.C.8.**

Final Exam (Possible 20 pts.)

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