



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

**Course Title:** Graduate Internship I  
**Course Number:** COUN 6043  
**Semester Credits:** 3

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**Semester:** Spring 2023 17 Weeks  
**Online Meetings:** Zoom Mondays 6-7:30 pm  
**Class Format:** Online

**Office Hours:** 8:30 – 10:30am Tuesday-Thursday (aside from holidays) in office and via zoom

**In this syllabus, you will find:**

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

**Instructor Response Policy:**

During the week (Monday – Friday), I will respond within 24 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work. Please try to ask your questions before the weekend.

**The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs 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.**

**COVID-19:** 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.

## I. COURSE DESCRIPTION

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

The first semester of Graduate Internship features 300 supervised clock-hours which breaks down into 120 direct and 180 indirect hours. This “capstone” clinical experience assists students in refining and enhancing the skills learned during the practicum semester. During this semester, students will be expected to present knowledge learned over the course of their coursework during their university group supervision mandatory zoom meetings. Students must make a B or better in order to continue into [COUN 6053 - Graduate Internship II](#).

## II. COURSE RATIONALE

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

## III. REQUIRED TEXTBOOK

**Liability Insurance:** Students must retain their own liability insurance before the start of the semester. Students may use organizations like HPSO or CPH who offer student discounts. Students will **NOT** be allowed to begin gaining hours without active liability insurance. Students must send their liability insurance documents to their university supervisor (teaching professor) and their site-supervisor before gaining hours.

### **Required Text:**

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

**Suggested Resources: Up to date APA 7 resources, and Jongsma Treatment Planning resources.**

## IV. COURSE OBJECTIVES

### Knowledge and Skill Learning Outcomes: CACREP Standards

Section 2: 1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

Section 2: 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

Section 2: 1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

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

Section 2: 1.j. technology's impact on the counseling profession

Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI

Section 2: 1.l. self-care strategies appropriate to the counselor role

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

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

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

Section 2: 2.c. multicultural counseling competencies KPI

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

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

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

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

Section 2: 5.c. theories, models, and strategies for understanding and practicing consultation

Section 2: 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

Section 2: 5.e. the impact of technology on the counseling process

Section 2: 5.f. counselor characteristics and behaviors that influence the counseling process

Section 2: 5.g. essential interviewing, counseling, and case conceptualization skills

Section 2: 5.j. evidence-based counseling strategies and techniques for prevention and intervention KPI

Section 2: 5.k. strategies to promote client understanding of and access to a variety of community-based resources

Section 2: 5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Section 2: 5.n. processes for aiding students in developing a personal model of counseling

Section 2: 6.b. dynamics associated with group process and development KPI

Section 2: 6.d. characteristics and functions of effective group leaders KPI

Section 2: 7.e. use of assessments for diagnostic and intervention planning purposes KPI

Section 3: B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients

Section 3: J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

Section 3: K Internship students complete at least 240 clock hours of direct service.

Section 3: L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor.

Section 3: M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Section 5C: 1.b. theories and models related to clinical mental health counseling KPI

Section 5C: 1.e. psychological tests and assessments specific to clinical mental health counseling

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

## **Learning Objectives**

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

## **V. COURSE EXPECTATIONS**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

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

**Online Etiquette:** 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.

**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.

**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.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes. If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** You will be required to post at least three academic paragraphs on each week's discussion board. You are also required to reply to at least one other student's discussion board

post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

**Late Work:** 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. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Discussion board posts are not accepted late. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will significantly lower your grade. Please begin planning your semester schedule accordingly

**Graduate Internship I:** Students must register for a 3-credit hour graduate internship I. **Placements must begin and end in one academic semester (Fall, Spring, Summer) for the duration of at least 10 weeks for summer, and 16 weeks for fall and spring.** Graduate Internship I is the second experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised setting. A minimum of 300 hours is required for graduate internship I. **In order to meet the 300 hours of field experience requirement, for summer students must gain a minimum of 12 direct hours a week, and 18 indirect hours a week on site for a 10-week semester. For fall/spring semesters, students must gain a minimum of eight direct hours per week, and 12 indirect hours per week for a 16-week semester. Students must get all placements approved by their professor of record.** Additionally, private practice, and home or field settings are only approved for P/I by the instructor of record.

**The students' Graduate Internship I includes the following:**

1. A **minimum** of 300 hours is required for practicum. Of the minimum 300 hours, at least 120 hours must be direct hours and 180 hours must be indirect hours.
2. A minimum of **one hour per week** of on-site supervision from the site supervisor on record each week that the students are present at the site.
3. An average of **one and one-half hours per week of group supervision** with other students in internship with university supervisor. Students must attend **EVERY** group supervision meeting as it is mandatory. **These meetings will take place every week.** This is an interactive, "hands on" class that will require your energy, focus, and respectful participation. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Students will present on cases weekly. Please consider that it is a learning experience for all class members to learn from one another, therefore students are required to give feedback to others. Students are expected to act in the role of a professional consultant at this stage of development in the program. Students will bring a case or even two to each class meeting and be prepared to discuss this case, maintaining client confidentiality. Students will be prepared to participate in group sessions during class

meetings. These sessions will be of a personal growth nature. Participation in the group process will be noted on the final grade.

4. Formal evaluations of students' performance will be submitted at mid-term and at the end of the semester by all supervisors (Site, University).
5. Students will conduct one **minimum** of 45-minute counseling session with a client for each semester of Practicum and Internship. The instructor will provide feedback to the student using the MSU Skills Rating form. Any skills strengths and deficits will be addressed in the post-observation session following the observed session, in addition to the rating form. Students will receive a copy of the rating form. A video of a counseling session is required. For students who are unable to video tape at their site, the university supervisor (teaching profession) may video into the session to observe.
6. **Please note that meeting the minimal requirements does not guarantee that you will move on to internship II. Professionalism, dedication, crisis management, ethical behavior, receiving feedback appropriately, and adequate growth as a counselor are extremely important in this class. If you are not ready to move on to internship II based on skills, site dissatisfaction, or lack of professionalism and interpersonal characteristics, a PICS will be completed. If the skills are addressed by the end of the semester, then the student may move on to Internship II. If the student does not pass the class due to the aforementioned reasons, the student will repeat the course to address deficiencies in performance or interpersonal characteristics.**

## VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<b>1. Week of Tuesday, January 17<sup>th</sup>, 2023 – Sunday, January 22<sup>nd</sup>, 2023</b>	<ul style="list-style-type: none"> <li>• Class Introductions, Syllabus Review, and Class Instructions.</li> <li>• Sign-ups during Supervision for Group Assignment, Multicultural Assignment, and School Counselor Interview Presentation Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Wednesday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• All paperwork must be in before students can gain hours</li> </ul>
<b>2. Week of Monday, January 23<sup>rd</sup>, 2023 – Sunday, January 29<sup>th</sup>, 2023</b>	<ul style="list-style-type: none"> <li>• Refresher from previous semester. Review, discuss assignments, answer questions.</li> <li>• Review Presentation Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>



Class Dates	Class Topics	Assignments/Reading
<p><b>3. Week of Monday, January 30<sup>th</sup>, 2023– Sunday, February 5<sup>th</sup>, 2023</b></p>	<ul style="list-style-type: none"> <li>• Group Counseling Exercise (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your group this week, turn in your outline to D2L.</b></li> </ul>
<p><b>4. Week of Monday, February 6<sup>th</sup>, 2023 – Sunday, February 12<sup>th</sup>, 2023</b></p>	<ul style="list-style-type: none"> <li>• Group Counseling Exercise (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your group this week, turn in your outline to D2L.</b></li> </ul>
<p><b>5. Week of Monday, February 13<sup>th</sup>, 2023 – Sunday, February 19<sup>th</sup>, 2023</b></p>	<ul style="list-style-type: none"> <li>• Group Counseling Exercise (1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your group this week, turn in your outline to D2L.</b></li> </ul>
<p><b>6. Week of Monday, February 20<sup>th</sup>, 2023 – Sunday, February 26<sup>th</sup>, 2023</b></p>	<ul style="list-style-type: none"> <li>• Group Counseling Exercise (1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your group this week, turn in your outline to D2L.</b></li> </ul>



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COUN 6043 Graduate Internship I

Class Dates	Class Topics	Assignments/Reading
<p><b>7. Week of Monday, February 27th, 2023 – Sunday, March 5th, 2023</b></p>	<ul style="list-style-type: none"> <li>• Multicultural Counseling and Role of Counselor Presentation (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your presentation this week, turn in your PPT to D2L</b></li> </ul>
<p><b>8. Week of Monday, March 6th, 2023 – Sunday, March 12th, 2023</b></p>	<ul style="list-style-type: none"> <li>• Multicultural Counseling and Role of Counselor Presentation (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your presentation this week, turn in your PPT to D2L</b></li> </ul>
<p><b>9. Week of Monday, March 13th, 2023 – Sunday, March 19th, 2023</b></p> <p style="text-align: center;"><b>Spring Break!</b></p>	<p>No discussion boards due this week, no university supervision this week. In order to gain hours this week, you must meet with your site supervisor this week.</p>	<p>No discussion boards due this week, no university supervision this week. In order to gain hours this week, you must meet with your site supervisor this week.</p>
<p><b>10. Week of Monday, March 20th, 2023 – Sunday, March 26th, 2023</b></p>	<ul style="list-style-type: none"> <li>• Multicultural Counseling and Role of Counselor Presentation (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your presentation this week, turn in your PPT to D2L</b></li> </ul>
<p><b>11. Week of Monday, March 27th, 2023 – Sunday, April 2nd, 2023</b></p>	<ul style="list-style-type: none"> <li>• School Counselor Interview Presentation (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your presentation this week, turn in your PPT to D2L</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>12. Week of Monday, April 3rd, 2023 – Sunday, April 9th, 2023</b></p> <p><b>Easter Holiday April 6<sup>th</sup> and 7<sup>th</sup>!</b></p>	<ul style="list-style-type: none"> <li>• School Counselor Interview Presentation (2)</li> <li>• <b>The discussion board closes on Monday the 10th to allow a buffer day for Easter.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b> <b>The discussion board closes on Monday the 10th to allow a buffer day for easter.</b></li> <li>• <b>If you did your presentation this week, turn in your PPT to D2L</b></li> </ul>
<p><b>13. Week of Monday, April 10<sup>th</sup>, 2023 – Sunday, April 16<sup>th</sup>, 2023</b></p> <p><b>Turn in to D2L and the Tk20 Link.</b> <b>KPI: 2.1k, 2.5g, 2.5j, 5C.1b, and 5C.3b.</b></p>	<ul style="list-style-type: none"> <li>• <b>Session Video and Skills Evaluation Form Appendix D due by 11:59 pm Sunday!</b></li> <li>• School Counselor Interview Presentation (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Wednesday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>If you did your presentation this week, turn in your PPT to D2L</b></li> <li>• <b>Session Video and Skills Evaluation Form Appendix D due by 11:59 pm Sunday!</b></li> </ul>
<p><b>14. Week of Monday, April 17<sup>th</sup>, 2023 – Sunday, April 23rd, 2023</b></p>	<ul style="list-style-type: none"> <li>• Counseling Session Debrief</li> <li>• Review Cases</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>15. Week of Monday, April 24<sup>th</sup>, 2023 – Sunday, April 30<sup>th</sup>, 2023</b></p>	<ul style="list-style-type: none"> <li>• Review Cases</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>16. Week of Monday, May 1st, 2023 – Sunday, May 7th, 2023</b></p> <p><b>KPI 2.1i, and 5C.1b.</b></p> <p><b>Turn in to D2L and the Tk20 Link</b></p> <p><b>There is a 17<sup>th</sup> week, see next page.</b></p>	<ul style="list-style-type: none"> <li>• <b>Reflection Paper and Evaluation Appendix G</b></li> <li>• Internship II Questions</li> <li>• Strengths Bombardment</li> <li>• Reflecting on the Semester and Preparing for Internship II</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Zoom Class Supervision Meeting Monday 6:00-7:30 pm Central</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Reflection Paper and Evaluation Appendix G</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>17. Week of Monday, May 8<sup>th</sup>, 2023 – Sunday, May 14<sup>th</sup>, 2023</b></p> <p><b>2.3f, 2.5j, 2.7e, 3B, 3J, 3K, 3L, 3M, 5C.1b, and 5C.3b.</b></p> <p>Turn in Hours Document to D2L            Make sure hours are logged and approved in Tk20</p>	<ul style="list-style-type: none"> <li>• Turn in Hours to D2L</li> <li>• Make sure hours are logged and approved in Tk20</li> <li>• Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in Hours to D2L</li> <li>• Make sure hours are logged and approved in Tk20</li> <li>• Turn in Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F</li> <li>• Turn in Student Evaluations on Site Supervisor &amp; University Supervisor</li> <li>• No Zoom Class Supervision Meeting</li> </ul>

## VII. EVALUATION AND ASSIGNMENTS

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

**Discussion Board, and University Supervision: (15 pts.)** Students are required to answer questions or complete assignments 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 may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. **The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week.** Follow directions to get full points each week. Late work will not be accepted. Zoom Class Supervision Meetings are non-negotiable as they are a CACREP requirement for practicum and internship courses. These video group meetings will be 90 minutes in length. **If you miss a meeting with your university group supervision or your site supervisor, you cannot count the hours for that week.** (See Appendix A for Rubric). **3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 5C.1b, 5C. 2b, 5C.2k, and 5C.2l.**

**Group Counseling Exercise: (15 pts.)** Students will facilitate a 20-minute group during their group university supervision times during the week. **Students will turn in an outline of their group counseling exercise to D2L.** Students will get to choose a topic to cover. Topics could range from psychoeducational, interpersonal process, skill development, cognitive-behavioral, problem solving, or support groups. These groups will not feature fictional personas, and it will be an authentic group with your internship cohort and your group university supervisor. **The group university supervisor will be placing special attention on group ethics so be sure to address it within your group** (See Appendix B for Rubric) **KPI 5f, 6b, and 6d.**

**Multicultural Counseling and Role of Counselor: (15 pts.)** **In a 10–15-minute presentation, students will choose a diverse population to explore, and to create a multicultural counseling power point presentation.** Students will address multicultural counseling theories, counseling competencies, and crisis services. Students will educate their cohort during group university supervision. Students will create a power point that the student will share their screen and will

talk through their multicultural counseling theories and role of the counselor during the presentation. **Students will address what crisis services might look like for their population of choice.** Students must address the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service, and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. Students will address the different professional counseling credentials available including certification, licensure, and accreditation practices, and standards. Students will highlight how technology has impacts counseling and could assist their diverse population of choice. **Students will turn in their PowerPoint to D2L. (See Appendix C for Rubric and Examples) KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 5m, 5C.2a, and 5C.2k.**

**Session Video and Skills Evaluation Form: (20 pts.)** **Students will turn in their packet with their portion filled out and with signatures to D2L and Tk20.** Students will conduct one 45-minute minimum counseling session with a client for each semester of Practicum and Internship. Students must fill out and sign the clinical video or observation consent form for themselves and their client. This form must be turned in to D2L. Students must fill out the skills evaluation form on themselves. This is a packet and needs to be turned in as a packet. Please fill out digitally aside from the signature. The instructor will provide feedback to the student using the Session Video and Skills Evaluation Form and the grading rubric. Students must schedule a pre-observation and post-observation meeting with their teaching professor before and after their recorded/observed counseling session. Any skills strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. If local, students can opt to have their teaching professor come in person to observe, however this must align with teaching professor's schedule. A recorded video of the counseling session is another option, as well as a live telehealth observation. If a video is recorded, it can be emailed to the teaching professor via google drive. Once you have utilized the video to complete your part of the paperwork, please delete the counseling video. Once the teaching professor is done with, we ask to see a variety of skills during clinical semesters, for example, if students were observed or recorded doing a group in one semester, the teaching professor may ask to see an individual session instead of another group. **This assignment will be uploaded to Tk20 and D2L (See Appendix D for Rubric). KPI: 2.1k, 2.5g, 2.5j, 5C.1b, and 5C.3b.**

**School Counselor Interview Presentation: (15 pts.)** Students will create and present a PowerPoint including seven slides for a mock school counselor interview presentation.

Slide 1: Title

- Applicant's Name & Photo
- Email Address
- Interested School Level

Slide 2: Program Planning

- Write a SMART Goal based on the level you are interested in.
- How would you implement your goal?

Slide 3: Counseling Services

- List immediate concerns school counselors may address.

Slide 4: Appraisal and Advisement

- How would you promote CCMR (College, Career, and Military Readiness)?

Slide 5: Professional Practices and Responsibilities

- Who would you collaborate with on your campus?
- What Professional Development would you provide for staff/parents/community?

Slide 6: Calendar and Use of Time Analysis

- How would you plan your school counseling program?
- How would you track your time and services?

Slide 7: Ethical Dilemma

- Tell about an ethical dilemma you might face as a school counselor.
- How would you solve the ethical dilemma using an ethical decision-making model? What codes of ethics are relevant?

(See Appendix E for Rubric). **1i, 3i, 5d, 5e, 5k, and 9.2l.**

**Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (10 pts.):** Students are required to complete 300 hours of internship. 120 hours must be direct service hours, and 180 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. Failure to perform satisfactorily throughout the semester, as reflected in the Midterm Evaluation, and Site Supervisor Evaluation, will result in a PICS, and a possible failure of the class. Client welfare is extremely important, so any interpersonal, professional, or skill related issues will be addressed. If they cannot be remediated, the student will be asked to retake the class, or may be remediated in an alternative format. Use the logs and cover sheets provided in the practicum manual. Students will receive weekly supervision on-site, and an average of 1.5 hours of group supervision in class. Logs will be turned in at the end of each semester. Please note that students cannot graduate until all hours have been earned, documented, and approved. Failure to complete the required hours will result in having to retake the course. Mid Term and Final evaluations are also required. These evaluations will be completed by your site supervisor at midterm and the end of the semester. Students are responsible for making sure evaluations are turned in on time. The instructor will consult with the site supervisor(s) 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). **Make sure your tk20 logs are all approved by both supervisors (site and university), make sure logs are correct. Confirm that your site supervisor has completed their midterm and final evaluations on you. Make sure that you fill out evaluations on your site and university supervisor on tk20. Make sure that you turn in your hours document to D2L. Keep that document for your records with signatures. (See Appendix F). 2.3f. 2.5j. 2.7e. 3B, 3J, 3K, 3L, 3M, 5C.1b, and 5C.3b.**

**Reflection Paper and Evaluation (10 pts.):** **Students will turn in their reflection paper and self-evaluation to D2L and Tk20.** Students will use the template within D2L to reflect on their semester. Students will introduce the assignment, discuss the counseling relationship, explore personal reactions, discuss rational, highlight ethics, legality, and crisis issues, reflect on their counseling session, explore multicultural and diversity issues, reflect on counseling skills, develop a professional development plan, and provide a summary of their semester. **This assignment will be uploaded to Tk20 and D2L (See Appendix G). KPI 2.1i, and 5C.1b.**

1. Online Assignments and Comments <b>D2L</b>	15
2. Group Counseling Exercise <b>D2L</b>	15
3. Multicultural Counseling and Role of Counselor <b>D2L</b>	15
4. Session Video and Skills Evaluation <b>D2L and Tk20</b>	20
5. School Counselor Interview Presentation <b>D2L</b>	15
6. Completion of 300 Hours and Satisfactory Site Supervisor Evaluations <b>D2L</b>	10
7. Reflection Paper and Evaluation <b>D2L and Tk20</b>	10

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Total Points 100

**Grade Classifications:**

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

**VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

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

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

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.



## IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

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

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

**Campus Carry:** 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. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

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

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

### Midwestern State University Values:

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

### Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies



- Address student learning
- Written so they can be evaluated

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

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

**Important Dates:**

Last day for term schedule check date on [Academic Calendar](#).

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

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

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

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

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

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

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

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

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

## X. RESOURCES

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

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

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

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

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

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016*

*CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from

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

**XI. APPENDENCIES**

**Appendix A**

**Discussion Board and Class Supervision (15 pts.)**

**CACREP Standards Addressed:**

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

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

**Rubric of Discussion Board and Class Supervision (Possible 15 Pts.)**

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	<b>Week 1 (1 pt)</b>	
_____	<b>Week 2 (1 pt)</b>	
_____	<b>Week 3 (1 pt)</b>	
_____	<b>Week 4 (1 pt)</b>	
_____	<b>Week 5 (1 pt)</b>	
_____	<b>Week 6 (1 pt)</b>	
_____	<b>Week 7 (1 pt)</b>	
_____	<b>Week 8 (1 pt)</b>	
	<b>Week 9 Spring Break, Nothing Due!</b>	
_____	<b>Week 10 (1 pt)</b>	
_____	<b>Week 11 (1 pt)</b>	
_____	<b>Week 12 (1 pt)</b>	
_____	<b>Week 13 (1 pt)</b>	
_____	<b>Week 14 (1 pt)</b>	
_____	<b>Week 15 (1 pt)</b>	
_____	<b>Week 16 (1 pt)</b>	

**Total Points Earned**      \_\_\_\_\_ / 15 points

**Appendix B**

**Group Counseling Exercise: (15 pts.)**

**CACREP Standards Addressed:**

**KPI 5f, 6b, and 6d.**

**Group Counseling Exercise Rubric: (15 pts.)**

<b>Criterion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Pts</b>
<b>Introduction</b> <ul style="list-style-type: none"> <li>Introduced the group topic, and theory to be utilized</li> <li>Went over group informed consent</li> <li>Explain limits of group confidentiality</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Facilitation Skills</b> <ul style="list-style-type: none"> <li>Able to keep group on task</li> <li>Encourages all members to participate</li> <li>Was able to provide active engagement with the group</li> <li>Used group facilitation skills effectively (active listening, questioning, modeling, linking, on task, participating encouragement.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Intervention or Activity</b> <ul style="list-style-type: none"> <li>Provided appropriate activity</li> <li>Stated purpose of activity</li> <li>Executed activity well</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Wrap up</b> <ul style="list-style-type: none"> <li>Effective summarization by facilitator.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Counselor Identity</b> <ul style="list-style-type: none"> <li>Maintained professionalism throughout mock group session.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Total Points Awarded            Out of 15</b>				

**Appendix C**

**Multicultural Counseling and Role of Counselor: (15 pts.)**

CACREP Standards Addressed:

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

**Multicultural Counseling and Role of Counselor Rubric (Possible 15 Pts.)**

<b>Criterion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Pts</b>
Identification of diverse population. <ul style="list-style-type: none"> <li>Identify population.</li> <li>Statistics of why this population is diverse.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Counseling theories and counseling competencies that are effective with your diverse population. <ul style="list-style-type: none"> <li>What theories are effective with your population?</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Role of the counselor when working with your specific population. <ul style="list-style-type: none"> <li>Professional roles of counselors working with population.</li> <li>Counselor relationship with human services, integrated behavioral healthcare systems, interagency or interorganizational collaboration/consultation.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Types of Counselors <ul style="list-style-type: none"> <li>Different counselor credentials available to work with specific population.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Technology <ul style="list-style-type: none"> <li>How technology impacts counseling and could assist counselors in working with your diverse population of choice.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Total Points Awarded Out of 15</b>				

**Appendix D**

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

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

**CACREP Standards to be addressed include:**

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

**Session Video and Skills Evaluation Form  
 (Form for the Professor)**

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
1	Positive Regard/Genuine /Empathy		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Listening		
4	Active Listening		
5	Silence		
6	Restatements		
7	Verbal Following		
8	Validation		
9	Reflection of Feeling		
10	Reflection of Content		
11	Closed Questions		
12	Open-ended Questions		
13	Sharing-Feedback/Here-and-Now		
14	Requests for Clarification		
15	Paraphrase		
16	Summarization		

17	Acknowledge Nonverbal Bx		
18	Selective Attention		
19	Culturally Appropriate Behavior		
20	Pacing		
21	Considering Alternatives		
22	Observing Themes/Patterns		
	<b>Theory</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
23	Assessment Using Theory		
24	Use of Techniques w/ Theory		
25	Managing Session Using Theory		
	<b>Inappropriate Items</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
26	Sympathy/Reassuring		
27	Advising		
28	Judging		
29	Educating/Teaching		
30	Going for the Solution		
31	Interrogating		
33	Lengthy Descriptive Statements		
34	“Why” questions		
35	Too many “How does that make you feel?”		
36	Shifting Topics		
37	Third Person Counseling - Someone not in session		
38	Not giving yourself time to think		
39	Getting ahead of client		
40	Poor balance of reflections/ questions/ restatements		



## Session Video and Skills Evaluation Form

**(Form for the Student)**

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

<i>Counseling Skills</i>	<b>Comments</b>
<i>Positive Regard/Genuine /Empathy</i>	
<i>Minimal Encouragers/Accents</i>	
<i>Eye Contact/Body Posture/Listening</i>	
<i>Active Listening</i>	
<i>Silence</i>	
<i>Restatements</i>	
<i>Verbal Following</i>	
<i>Validation</i>	
<i>Reflection of Feeling</i>	
<i>Reflection of Content</i>	
<i>Closed Questions</i>	
<i>Open-ended Questions</i>	
<i>Sharing-Feedback/Here-and-Now</i>	
<i>Requests for Clarification</i>	
<i>Paraphrase</i>	
<i>Summarization</i>	
<i>Acknowledge Nonverbal Body language</i>	
<i>Selective Attention</i>	
<i>Culturally Appropriate Behavior</i>	
<i>Pacing</i>	
<i>Considering Alternatives</i>	
<i>Observing Themes/Patterns</i>	

<b>Theory</b>	<b>Comments</b>
<i>Assessment Using Theory</i>	
<i>Use of Techniques w/ Theory</i>	
<i>Managing Session Using Theory</i>	
<b>Inappropriate Items</b>	<b>Comments</b>
<i>Sympathy/Reassuring</i>	
<i>Advising</i>	
<i>Judging</i>	
<i>Educating/Teaching</i>	
<i>Going for the Solution</i>	
<i>Interrogating</i>	
<i>Lengthy Descriptive Statements</i>	
<i>“Why” questions</i>	
<i>Too many “How does that make you feel?”</i>	
<i>Shifting Topics</i>	
<i>Third Person Counseling - Someone not in session</i>	
<i>Not giving yourself time to think</i>	
<i>Getting ahead of client</i>	
<i>Poor balance of reflections/ questions/ restatements</i>	
<b>Supervision</b>	<b>Comments</b>
<i>Open, positive discussion</i>	
<i>Emotionality in supervision</i>	
<i>Receptivity to feedback</i>	
<i>Participation in supervision (bring content)</i>	
<i>Submission of all materials</i>	
<i>Adherence to procedures</i>	
<i>Fulfillment of supervision tasks</i>	

**Grading Rubric for Session Video (Possible 20 Pts.)**  
**(Form for the Professor)**

<b>Skill</b>	<b>0</b>	<b>1</b>	<b>Pts</b>
Goes over informed consent			
Establishes rapport with the client			
Explores problem(s)			
Attends to basic needs of the client			
Congruent verbal and nonverbal behavior			
Uses active listening			
Uses closed-ended questions			
Uses open-ended questions			
Is able to summarize what the client is saying			
Introduces reframing skills			
Has empathic attunement			
Has positive body language and posture			
Confronts the client when needed			
Uses self-disclosure appropriately			
Times using interventions appropriately			
Shows counselor confidence			
Shows multicultural understanding			
Adheres to ethical and legal standards			
Summarizes session before wrapping up			
Maintains professionalism throughout session			
<b>Total points out of 20</b>			

**Appendix E**

**School Counselor Interview Presentation: (15 pts.)**

**CACREP Standards Addressed:**

**1i, 3i, 5d, 5e, 5k, and 9.2l.**

**School Counselor Interview Presentation: (15 pts.) (Possible 15 Pts.)**

<b>Criterion</b>	<b>.5</b>	<b>1.5</b>	<b>2.5</b>	<b>Pts</b>
<b>Program Planning</b> <ul style="list-style-type: none"> <li>• A SMART Goal is written, and there is a plan in place for implementation.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Counseling Services</b> <ul style="list-style-type: none"> <li>• Immediate concerns are listed that school counselors may address.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Appraisal and Advisement</b> <ul style="list-style-type: none"> <li>• There is a plan promoting College, Career, and Military Readiness (CCMR).</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Professional Practice and Responsibilities</b> <ul style="list-style-type: none"> <li>• Collaboration and professional development activities are addressed.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Calendar and Use of Time Analysis</b> <ul style="list-style-type: none"> <li>• There is a plan for the school counseling program and a way to track the time and services.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Ethical Decision-Making Model</b> <ul style="list-style-type: none"> <li>• An ethical dilemma is presented and broken down using the Ethical Decision-Making Model, along with the code of ethics.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Total Points Awarded Out of 15</b>				

**Appendix F**

**Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (10 Pts.)**

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

**CACREP Standards Addressed:**

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

**Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (Possible 10 Pts.)**

<b>Criterion</b>	<b>.5 Improvement Needed</b>	<b>1 Developing</b>	<b>1.5 Proficient</b>	<b>2 Accomplished</b>	<b>Points</b>
At least 120 direct hours	Not Completed	Partially Completed	Completed	Completed, with good attitude.	
At least 180 indirect hours	Not Completed	Partially Completed	Completed	Completed, with good attitude.	
Completed Site and University Supervision	Not Completed	Partially Completed	Completed	Completed, with good attitude.	
Student's Supervisors (site and university) evaluations are completed midterm, and final.	Not Completed	Partially Completed	Completed	Completed, with good attitude.	
Student maintained appropriate codes of ethics, and professionalism within the class, and on site.	Not Completed	Partially Completed	Completed	Completed, with good attitude.	
<b>Total Points Awarded</b>			<b>Out of 10 points</b>		

**Appendix G**

**Reflection Paper and Evaluation (10 pts.)**

**Turn in to TK 20 and D2L.**

**CACREP Standards for the assignment.**

**KPI 2.1i, and 5C.1b.**

**Use template in D2L.**

**Rubric for how you will evaluate yourself.**

**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**

**1=Outstanding:** Strong mastery of skills and thorough understanding of concepts

**.75=Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident

**.5=Developing:** Minor conceptual and skill errors; in process of developing

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

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

**Student Self-Evaluation Rubric**

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 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 a 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 clients different from self, including	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant diversity issues. Weakness of relationship		

			culture, age, SES, education, etc.	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; uses opportunity to establish working relationship; good use of self; clearly understands practice policies.	Explains basic practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to build basic rapport; understands major practice policies.	Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies.	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.		
<b>Consent to Treatment</b>	Skillful job explaining counseling process in words client can understand in order to obtain consent to treat; uses opportunity to enhance counseling relationship.	Explains basic counseling process in words client can understand in order to obtain consent to treat.	Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information.	Significant problems with obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed.		
<b>Client Assessment</b>	Thoughtful assessment of client and	Clear assessment of client and system, including	Minor problems with assessment of	Significant problems with assessment of		



	system, including biopsychosocial history, mental health history, family history; thoughtful adaptation to development level; obtains problem description from each involved party.	biopsychosocial history, mental health history, family history; adapts to development level; obtains problem description from each involved party in room.	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.	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	Makes an effort to interact with peers daily but does not take a	Some effort to interact with peers but does not take a	Limited interaction with peers and rarely participates in		

	peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	leading role. Some active participation in class discussions. Sometimes deviates from	leading role. Minimal participation in class discussions. Sometimes deviates from task	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 Points Out of 10</b>						

**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**

**1=Outstanding:** Strong mastery of skills and thorough understanding of concepts  
**.75=Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident  
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Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits	NA	Points Awarded
<b>Evaluation of Counseling</b>	Outstanding evaluation of	Clear evaluation of counseling	Minor problems with evaluation	Significant problems with		

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<b>Relationship and Role</b>	counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.	relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals.	of relationship, client responsiveness; misses minor issues.	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 and counseling process.	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process.	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process.	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and		

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				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 Out of 10</b>						

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