



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

### Course and Contact Information

Professor: Dr. Wendy Helmcamp, PhD, LPC-S, CSC

E-mail: wendy.helmcamp@msutexas.edu

Course Title: Introduction to Counseling

Course Number: COUN 5203

Semester Credits: 3

Semester: Fall 2024, POT A, 8 weeks

Classroom: Online

Office: Bridwell Hall 327

Office Hours: Tuesday, Wednesday, Thursday 8:30-10:30 am CT

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. To promote and encourage self-care practices, I do not respond to emails during holidays and weekends. I respond to my email consistently. Please do not hesitate to contact me.

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.

**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**

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.

## **II. 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.

## **III. REQUIRED TEXTBOOK**

Erford, B. T. (2018). *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: The official guide to APA style*. Washington, DC: American Psychological Association.

## **IV. COURSE OBJECTIVES**

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

- 1.a. history and philosophy of the counseling profession and its specialty areas
- 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 (KPI)
- 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (KPI)
- 1.d. the role and process of the professional counselor advocating on behalf of the profession (KPI)

- 1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (KPI)
- 1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)
- 1.l. self-care strategies appropriate to the counselor role
- 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (KPI)
- 2.c. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (KPI)
- 2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 3.a. theories of individual and family development across the lifespan
- 3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)
- 3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 3.h. a general framework for understanding differing abilities and strategies for differentiated interventions (KPI)
- 4.a. theories and models of career development, counseling, and decision making (KPI)
- 4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (KPI)
- 5.a. theories and models of counseling (KPI)
- 5.b. a systems approach to conceptualizing clients
- 5.f. counselor characteristics and behaviors that influence the counseling process
- 5. m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (KPI)
- 9.1.a. history and development of clinical mental health counseling
- 9.1.b. theories and models related to clinical mental health counseling (KPI)
- 9.2.a. roles and settings of clinical mental health counselors
- 9.2.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
- 9.2.j. cultural factors relevant to clinical mental health counseling
- 9.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (KPI)
- 9.2.l. legal and ethical considerations specific to clinical mental health counseling (KPI)
- 9.3.e. strategies to advocate for persons with mental health issues

## 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 is sometimes adapted to meet clients' needs.

## 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.

**Inclusivity:** It is my intent to present material and activities that are respectful. It is also my intent that this course serves students from all perspectives and diverse backgrounds, addressing their learning needs both in and out of the classroom. I aim for students' unique experiences and viewpoints to be seen as valuable resources, strengths, and benefits to our collective learning. Your suggestions about how to improve the value of inclusivity 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.
- 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.

**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 in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

**Late Work:** All papers and assignments must be submitted 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%**. 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.

## VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
Week 1 August 26 – September 1	<ul style="list-style-type: none"><li>• Syllabus Review</li><li>• Section One: Chapters One through Three pages 1-112</li></ul>	<ul style="list-style-type: none"><li>• Read Section One: Chapters One through Three pages 1-112</li><li>• Do Discussion Board, Post and Comment</li></ul>
Week 2 September 2 - 8	<ul style="list-style-type: none"><li>• Section One: Chapters One through Three pages 1-112</li></ul>	<ul style="list-style-type: none"><li>• Read Section One: Chapters One through Three pages 1-112</li><li>• Do Discussion Board, Post and Comment</li></ul>

Midwestern State University  
COUN 5203 Introduction to Counseling

Class Dates	Class Topics	Assignments/Reading
<p>Week 3 September 9 - 15</p> <p>3a, 3h KPI, 4a KPI, 5a KPI, 5b, and 9.1.b KPI.</p>	<ul style="list-style-type: none"> <li>• Section Two: Chapters Four through Six pages 113-216</li> <li>• Theories Paper Appendix B</li> <li>• Submit to Tk20 &amp; D2L</li> </ul>	<ul style="list-style-type: none"> <li>• Read Section Two: Chapters Four through Six pages 113-216</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Complete Theories Paper Appendix B</li> </ul>
<p>Week 4 September 16 - 22</p>	<ul style="list-style-type: none"> <li>• Section Two: Chapters Four through Six pages 113-216</li> </ul>	<ul style="list-style-type: none"> <li>• Read Section Two: Chapters Four through Six pages 113-216</li> <li>• Do Discussion Board, Post and Comment</li> </ul>
<p>Week 5 September 23 – 29</p> <p>2a KPI, 2d, and 9.2j. 3a, 3f KPI, 3g, and 5m KPI.</p>	<ul style="list-style-type: none"> <li>• Section Three: Chapters Seven through 15 pages 217-486</li> <li>• Human Development and Multicultural Group Presentation Appendix C</li> <li>• Submit to Tk20 &amp; D2L</li> </ul>	<ul style="list-style-type: none"> <li>• Read Section Three: Chapters Seven through 15 pages 217-486</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Submit Human Development and Multicultural Group Presentation Appendix C</li> </ul>
<p>Week 6 September 30 – October 6</p>	<ul style="list-style-type: none"> <li>• Section Three: Chapters Seven through 15 pages 217-486</li> <li>• Work on your upcoming Counselor Identity Plan and catch up on reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read Section Three: Chapters Seven through 15 pages 217-486</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Work on your upcoming Counselor Identity Plan and catch up on reading.</li> </ul>
<p>Week 7 October 7 - 13</p>	<ul style="list-style-type: none"> <li>• Section Four: Chapters 16 through 17 pages 487-520</li> </ul>	<ul style="list-style-type: none"> <li>• Read Section Four: Chapters 16 through 17 pages 487-520</li> </ul>

Class Dates	Class Topics	Assignments/Reading
KPI/Tk20 Assignment: Section 2: 1b, 1c, 1d, 1i, 2b, 4b; Section 5: 2k, 2l.	<ul style="list-style-type: none"> <li>My Counselor Identity Plan Appendix D</li> <li>Submit to Tk20 &amp; D2L</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board, Post and Comment</li> <li>Complete My Counselor Identity Plan Appendix D</li> </ul>
Week 8 October 14 - 18  1a, 1b, 1c, 1d, 1e, 1g, 1i KPI, 1k KPI, 1l, 2a KPI, 2d, 3a, 3f KPI, 3g, 3h KPI, 4a KPI, 5a KPI, 5b, 5f, 5m KPI, 9.1a, 9.1b KPI, 9.2a, 9.2c, 9.2j, 9.2k, and 9.3e.	<ul style="list-style-type: none"> <li>Section Four: Chapters 16 through 17 pages 487-520</li> <li>Final Exam Appendix E Chapters One through 17</li> </ul>	<ul style="list-style-type: none"> <li>Read Section Four: Chapters 16 through 17 pages 487-520</li> <li>Do Discussion Board, Post and Comment</li> <li>Final Exam Appendix E Chapters One through 17</li> </ul>

## VII. EVALUATION AND ASSIGNMENTS

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

**Online Assignments and Comments: (16 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 (**See Appendix A**). **1a, 1b, 1c, 1d, 1e, 1g, 1i KPI, 1k KPI, 1l, 2a KPI, 2d, 3a, 3f KPI, 3g, 3h KPI, 4a KPI, 5a KPI, 5b, 5f, 5m KPI, 9.1a, 9.1b KPI, 9.2a, 9.2c, 9.2j, 9.2k, and 9.3e.**

**Theories Paper: (12 pts.)** After reading section two and pages 373, 390-398, students will have enough knowledge to complete this assignment. Please use the template located in D2L. Students will introduce the assignment, discuss the importance of theory, discuss theory choice, theoretical orientation, and utilizing theory to assist in conceptualizing clients. All papers for this class are to be completed in APA 7 style, and points will be taken off for errors (**See Appendix B**). **KPI/Tk20 Assignment: 3a, 3h KPI, 4a KPI, 5a KPI, 5b, and 9.1.b KPI. Please turn in assignment to Tk20 link.**

**Human Development and Multicultural Group Project: (36 pts.)** After reading section three and pages 373, 390-398, students will have enough knowledge to complete this assignment. Students will get in groups of 3-4 and create a voice over power point presentation on a chosen stage of development (theorist of choice; Erikson, Piaget, etc.) and the possible cultural/diversity implications of working with that population. You must have a minimum of 8-10 peer-reviewed references, in addition to your text. Students should equally divide responsibility for the presentation. *Please use the outline below as a guide on what must be addressed in your presentation.* Students should have a cover slide with the title of their



presentation and the name of each group member. There should also be reference slides at the end with APA style referencing. **Each group member will complete a grading rubric on their peers and on themselves (See Appendix C).** If a group member fails to share responsibility, points will be deducted. If a group member does not complete participation, it will result in a failing grade. APA references must be included on each slide containing key concepts related to human development counseling. Students will detail two stages of human growth and development of their choosing. Students will explain at least two ways they would apply human developmental information to their clinical mental health services. Students will address how utilizing human development assists in conceptualizing clients. All papers/projects for this class are to be completed in APA 7 style, and points will be taken off for errors (See Appendix C). **KPI: 3a, 3f KPI, 3g, and 5m KPI 2a KPI, 2d, and 9.2j. Please use the following outline to ensure you cover all requirements in your presentation slides. Please turn in assignment to Tk20 link.**

- I. Discuss the main concepts associated with human development.
- II. Discuss one theorist's stages of human development, an overview (Erikson, Piaget, etc.)
- III. Why is it essential that counselors know and understand theories of development when working with clients?
- IV. How do theories of human development assist in conceptualizing clients?
- V. Choose ONE stage of development to *discuss in detail* (from your chosen theorist).
- VI. What specific developmental concerns related to this stage are important to the counseling process?
- VII. Why is it important to understand and apply multicultural competencies to clients in the stage of development of your choosing?
- VIII. What are some multicultural/diversity concerns that are related to your chosen stage of development (give examples; gender differences, certain cultures view adulthood differently, are there rituals for different cultures, struggles for immigrant children, religion/spirituality, etc.)?
- IX. How do diversity issues affect how you conceptualize a client in your stage of development?
- X. How can counselors ensure that they are embracing differences in clients?
- XI. What is your personal plan to become a culturally competent counselor (each individual student should address this *briefly*)?

**My Counselor Identity Plan: (20 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 (See Appendix D). **KPI/Tk20 Assignment: Section 2: 1b, 1c, 1d, 1i, 2b, 4b; Section 5: 2k, 2l. Please turn in assignment to Tk20 link.**



**Final Exam (16 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). **1a, 1b, 1c, 1d, 1e, 1g, 1i KPI, 1k KPI, 1l, 2a KPI, 2d, 3a, 3f KPI, 3g, 3h KPI, 4a KPI, 5a KPI, 5b, 5f, 5m KPI, 9.1a, 9.1b KPI, 9.2a, 9.2c, 9.2j, 9.2k, and 9.3e.**

1. Online Assignments and Comments	16
2. Theories Paper <b>Tk20 Link</b>	12
3. Human Development and Multicultural Group Project <b>Tk20 Link</b>	36
4. My Counselor Identity Plan <b>Tk20 Link</b>	20
5. Final Exam	16
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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. To fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please 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 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:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

2. 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.
3. Address student learning
4. 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 on 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](#)

**Active Shooter:**

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

**Obligation to Report Sex Discrimination under State and Federal Law:**

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

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

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

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

**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. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). 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. APPENDICES**

**Appendix A**

1. Online Assignments and Comments (16 pts.)

CACREP Standards:

1a, 1b, 1c, 1d, 1e,1g, 1i KPI, 1k KPI, 1l, 2a KPI, 2d, 3a, 3f KPI, 3g, 3h KPI, 4a KPI, 5a KPI, 5b, 5f, 5m KPI, 9.1a, 9.1b KPI, 9.2a, 9.2c, 9.2j, 9.2k, and 9.3e.

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

Rubric of Online Assignments and Comments (Possible 16 Pts.)

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

Total Points Earned \_\_\_\_\_ / 16 pts.

## Appendix B

**Theories Paper: (12 pts.)** After reading section two and pages 373, 390-398, students will have enough knowledge to complete this assignment. Please use the template located in D2L. Students will introduce the assignment, discuss the importance of theory, discuss theory choice, theoretical orientation, and utilizing theory to assist in conceptualizing clients. All papers for this class are to be completed in APA 7 style, and points will be taken off for errors.

CACREP Standards:

3a, 3h KPI, 4a KPI, 5a KPI, 5b, and 9.1.b KPI.

Please use template located on D2L for this assignment. **Please turn in assignment to Tk20 link & D2L.**

Rubric of Theories Paper (Possible 12 Pts.) See the next pages.



Midwestern State University  
COUN 5203 Introduction to Counseling

Criterion	Improvement Needed (1)	Developing (2)	Proficient (3)	Accomplished (4)
<p>Responds to context of paper: Describe the most significant reason a mental health counselor uses theory;</p> <p>Explain two significant factors that might impact the development of your own theoretical orientation as a mental health counselor.</p>	<p>The paper does not meet the requirements given in the instructions. It:</p> <p>1.) Misses the point of the assigned or selected topic; and/or</p> <p>2.) Contains little evidence that the student has read, viewed, and considered the resources in the course and that the paper topic connects in a meaningful way to the course content; and/or</p> <p>3.) Addresses less than half of the aspects of the assignment."</p>	<p>Paper somewhat responds to the requirements given in the instructions. It:</p> <p>1.) Somewhat misses the point of the assigned or selected topic; and/or</p> <p>2.) Addresses less than all the points of the assignment but more than half.</p>	<p>Paper responds to and meets the requirements given in the instructions. It:</p> <p>1.) Responds to the assigned or selected topic;</p> <p>2.) Addresses each point of the assignment.</p>	<p>Paper responds to and exceeds the requirements given in the instructions. It:</p> <p>1.) Responds to assigned or selected topic;</p> <p>2.) Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.)</p>

Midwestern State University  
COUN 5203 Introduction to Counseling

Criterion	Improvement Needed (1)	Developing (2)	Proficient (3)	Accomplished (4)
<p>Knowledge of Content: Literature Review</p>	<p>Paper demonstrates/provides:</p> <ol style="list-style-type: none"> <li>1.) A lack of understanding of the concepts and issues presented in the course and/or paper is inaccurate and contains many omissions and/or errors; and/or</li> <li>2.) No examples or irrelevant examples; and/or</li> <li>3.) No thought-provoking ideas or original thinking; and/or</li> <li>4.) No critical thinking; and/or</li> <li>5.) Many critical errors when applying knowledge, skills, or strategies presented in the course.</li> </ol>	<p>Paper demonstrates/provide:</p> <ol style="list-style-type: none"> <li>1.) Minimal understanding of concepts and issues presented in the course, and, although generally accurate, displays some omissions and/or errors; and/or</li> <li>2.) Few and/or irrelevant examples; and/or</li> <li>3.) Few if any thought-provoking ideas, little original thinking; and/or</li> <li>4.) Repeated knowledge rather than critical thinking;</li> <li>5.) Little mastery of skills and/or numerous errors when using the knowledge, skills or strategies presented in the course.</li> </ol>	<p>Paper demonstrates/provides:</p> <ol style="list-style-type: none"> <li>1.) Understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented;</li> <li>2.) Relevant examples;</li> <li>3.) Thought-provoking ideas and interpretations, some original thinking; and</li> <li>4.) Critical thinking; and</li> <li>5.) Mastery and application of knowledge and skills or strategies presented in the course.</li> </ol>	<p>Paper demonstrates/provides:</p> <ol style="list-style-type: none"> <li>1.) In-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas;</li> <li>2.) Rich and relevant examples;</li> <li>3.) Thought-provoking ideas and interpretations, original thinking, new perspectives;</li> <li>4.) Original and critical thinking; and</li> <li>5.) Mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.</li> </ol>

Midwestern State University  
COUN 5203 Introduction to Counseling

Criterion	Improvement Needed (1)	Developing (2)	Proficient (3)	Accomplished (4)
Quality of Writing	<p>Writing is well below graduate-level writing expectations: The paper:</p> <ol style="list-style-type: none"> <li>1.) Uses unclear and inappropriate language; and/or</li> <li>2.) Has many errors in spelling, grammar, and syntax; and/or</li> <li>3.) Lacks organization in a way that creates confusion for the reader; and/or</li> <li>4.) Contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or Lacks information about a source when citing or paraphrasing it.</li> <li>5.) Does not contain APA format.</li> </ol>	<p>Writing is somewhat below graduate-level writing expectations: The paper:</p> <ol style="list-style-type: none"> <li>1.) Uses language that is unclear and/or inappropriate; and/or</li> <li>2.) Has more than occasional errors in spelling, grammar, and syntax; and/or</li> <li>3.) Is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or</li> <li>4.) Reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or</li> <li>5.) Sometimes lacks information about a source when citing or paraphrasing it."</li> <li>6.) Contains APA format with some major areas of concern.</li> </ol>	<p>Writing meets graduate-level writing expectations. The paper:</p> <ol style="list-style-type: none"> <li>1.) Uses language that is clear;</li> <li>2.) Has a few errors in spelling, grammar, and syntax; 3.) Is well organized, logical, and clear;</li> <li>4.) Uses original language and uses direct quotes when necessary and/or appropriate;</li> <li>5.) Provides information about a source when citing or paraphrasing it.</li> <li>6.) Contains APA format with some minor areas of concern.</li> </ol>	<p>Writing exceeds graduate-level writing expectations. The paper:</p> <ol style="list-style-type: none"> <li>1.) Uses language that is clear, concise, and appropriate;</li> <li>2.) Has few, if any, errors in spelling, grammar, and syntax;</li> <li>3.) Is extremely well organized, logical, clear, and never confuses the reader;</li> <li>4.) Uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate;</li> <li>5.) Provides information about a source when citing or paraphrasing it.</li> <li>6.) Uses proper APA format.</li> </ol>
Total Points out of 12				

## Appendix C

**Human Development and Multicultural Group Project: (36 pts.)** After reading section three and pages 373, 390-398, students will have enough knowledge to complete this assignment. Students will get in groups of 4 and create a voice over power point presentation on a chosen stage of development and the possible cultural/diversity implications of working with that population. You must have a minimum of 8-10 peer-reviewed references, in addition to your text. Students should equally divide responsibility for the presentation. *Please use the outline below as a guide on what must be addressed in your presentation.* Students should have a cover slide with the title of their presentation and the name of each group member. There should also be reference slides at the end with APA style referencing. Each group member will complete a grading rubric on their peers and on themselves. If a group member fails to share responsibility, up to 15 points can be deducted from their overall grade. APA references are also required in each slide of information. main concepts within human development counseling. Students will detail two stages of human growth and development of their choosing. Students will explain at least two ways they would apply human developmental information to their clinical mental health services. Students will address how utilizing human development assists in conceptualizing clients. All papers for this class are to be completed in APA 7 style, and points will be taken off for errors. **3a, 3f KPI, 3g, and 5m KPI 2a KPI, 2d, and 9.2j. Please turn in assignment to D2L and the Tk20 link as well.**

1. Discuss the main concepts associated with human development.
2. Discuss one theorist's stages of human development (Erikson, Piaget, etc.)
3. Why is it essential that counselors know and understand theories of development when working with clients?
4. How do theories of human development assist in conceptualizing clients?
5. Choose ONE stage of development to discuss in detail (industry vs. inferiority, identity vs role confusion, etc.).
6. What specific developmental concerns related to this stage are important to the counseling process?
7. Why is it important to understand and apply multicultural competencies to clients in the stage of development of your choosing?
8. What are some multicultural/diversity concerns related to your chosen stage of development (give examples; gender differences, certain cultures view adulthood differently, are there rituals for different cultures, struggles for immigrant children, religion/spirituality, etc.)?
9. How do diversity issues assist in how you conceptualize a client?
10. How can counselors ensure that they are embracing differences in clients?
11. What is your personal plan to become a culturally competent counselor (each individual student should address this *briefly*)?

Group Project Peer Evaluation

Please circle the appropriate rating

1. Group Member Name:

- |   |   |   |   |
|---|---|---|---|
| a. Was available for group meetings in person, email, etc.                          | 2 | 1 | 0 |
| b. Did fair share of work.  | 2 | 1 | 0 |
| c. Completes the work on time.  | 2 | 1 | 0 |
| d. Demonstrates a cooperative and supportive attitude.                              | 2 | 1 | 0 |
| e. Did quality work and contributes significantly to the success of the group work. | 2 | 1 | 0 |

Any comments:

2. Group Member Name:

- |   |   |   |   |
|---|---|---|---|
| a. Was available for group meetings in person, email, etc.                          | 2 | 1 | 0 |
| b. Did fair share of work.  | 2 | 1 | 0 |
| c. Completes the work on time.  | 2 | 1 | 0 |
| d. Demonstrates a cooperative and supportive attitude.                              | 2 | 1 | 0 |
| e. Did quality work and contributes significantly to the success of the group work. | 2 | 1 | 0 |

Any comments:

Midwestern State University  
COUN 5203 Introduction to Counseling

Criterion	Improvement Needed (3)	Developing (5)	Proficient (7)	Accomplished (9)	Pts.
<p>Responds to context of presentation:</p> <p>Describes clear understanding and application of theories of human development.</p> <p>Accurately describes multicultural and diversity implications in relation to the stage of development chosen for the focus of the presentation.</p>	<p>The presentation does not meet the requirements given in the instructions. It:</p> <ol style="list-style-type: none"> <li>1.) Misses the point of the assigned or selected topic; and/or</li> <li>2.) Contains little evidence that the student has read, viewed, and considered the resources in the course and that the paper topic connects in a meaningful way to the course content; and/or</li> <li>3.) Addresses less than half of the aspects of the assignment."</li> </ol>	<p>Presentation somewhat responds to the requirements given in the instructions. It:</p> <ol style="list-style-type: none"> <li>1.) Somewhat misses the point of the assigned or selected topic; and/or</li> <li>2.) Addresses less than all the points of the assignment but more than half.</li> </ol>	<p>Presentation responds to and meets the requirements given in the instructions. It:</p> <ol style="list-style-type: none"> <li>1.) Responds to the assigned or selected topic;</li> <li>2.) Addresses each point of the assignment.</li> </ol>	<p>Presentation responds to and exceeds the requirements given in the instructions. It:</p> <ol style="list-style-type: none"> <li>1.) Responds to assigned or selected topic;</li> <li>2.) Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.)</li> </ol>	
<p>Knowledge of Content:</p> <p>Literature Review and synthesis of material</p>	<p>Presentation demonstrates/provides:</p> <ol style="list-style-type: none"> <li>1.) A lack of understanding of the concepts and issues presented in the course and/or paper is inaccurate and contains many omissions and/or errors; and/or</li> <li>2.) No examples or irrelevant examples; and/or</li> <li>3.) No thought-provoking ideas or original thinking; and/or</li> <li>4.) No critical thinking; and/or</li> <li>5.) Many critical errors</li> </ol>	<p>Presentation demonstrates/provide:</p> <ol style="list-style-type: none"> <li>1.) Minimal understanding of concepts and issues presented in the course, and, although generally accurate, displays some omissions and/or errors; and/or</li> <li>2.) Few and/or irrelevant examples; and/or</li> <li>3.) Few if any thought-provoking ideas, little original thinking; and/or</li> <li>4.) Repeated knowledge rather than critical thinking;</li> </ol>	<p>Presentation demonstrates/provides:</p> <ol style="list-style-type: none"> <li>1.) Understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented;</li> <li>2.) Relevant examples;</li> <li>3.) Thought-provoking ideas and interpretations, some original thinking; and</li> <li>4.) Critical thinking; and</li> <li>5.) Mastery and application of knowledge and skills</li> </ol>	<p>Presentation demonstrates/provides:</p> <ol style="list-style-type: none"> <li>1.) In-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas;</li> <li>2.) Rich and relevant examples;</li> </ol>	

Midwestern State University  
COUN 5203 Introduction to Counseling

Criterion	Improvement Needed (3)	Developing (5)	Proficient (7)	Accomplished (9)	Pts.
	when applying knowledge, skills, or strategies presented in the course.	5.) Little mastery of skills and/or numerous errors when using the knowledge, skills or strategies presented in the course.	or strategies presented in the course.	3.) Thought-provoking ideas and interpretations, original thinking, new perspectives;  4.) Original and critical thinking; and  5.) Mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.	
Quality of Presentation	<p>Presentation is well below graduate-level writing expectations: The paper:</p> <p>1.) Uses unclear and inappropriate language; and/or</p> <p>2.) Has many errors in spelling, grammar, and syntax; and/or</p> <p>3.) Lacks organization in a way that creates confusion for the reader; and/or</p> <p>4.) Contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or 5.) Lacks information about a source when citing or paraphrasing it.</p>	<p>Presentation is somewhat below graduate-level writing expectations: The paper:</p> <p>1.) Uses language that is unclear and/or inappropriate; and/or</p> <p>2.) Has more than occasional errors in spelling, grammar, and syntax; and/or</p> <p>3.) Is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or</p> <p>4.) Reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or</p> <p>5.) Sometimes lacks information about a</p>	<p>Presentation meets graduate-level writing expectations. The paper:</p> <p>1.) Uses language that is clear;</p> <p>2.) Has a few errors in spelling, grammar, and syntax; 3.) Is well organized, logical, and clear;</p> <p>4.) Uses original language and uses direct quotes when necessary and/or appropriate;</p> <p>5.) Provides information about a source when citing or paraphrasing it.</p> <p>6.) Contains APA format with some minor areas of concern.</p>	<p>Presentation exceeds graduate-level writing expectations. The paper:</p> <p>1.) Uses language that is clear, concise, and appropriate;</p> <p>2.) Has few, if any, errors in spelling, grammar, and syntax;</p> <p>3.) Is extremely well organized, logical, clear, and never confuses the reader;</p> <p>4.) Uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate;</p> <p>5.) Provides information about a source when citing or paraphrasing it.</p> <p>6.) Uses proper APA format.</p>	



Midwestern State University  
COUN 5203 Introduction to Counseling

Criterion	Improvement Needed (3)	Developing (5)	Proficient (7)	Accomplished (9)	Pts.
	5.) Does not contain APA format.	source when citing or paraphrasing it."  6.) Contains APA format with some major areas of concern.			
Peer Evaluations	Student failed to be fully engaged in group member engagement and work quality/	Student received somewhat positive peer evaluations on group member engagement and work quality.	Student mostly received positive peer evaluations on group member engagement and work quality.	Student received full credit from all peer evaluations. Student was fully engaged with group members and presented quality work.	

## Appendix D

Please turn in assignment to D2L and the Tk20 link as well.

**My Counselor Identity Plan: (20 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. **KPI/Tk20 Assignment: Please turn in assignment to Tk20 link & D2L.**

CACREP Standards:

Section 2: 1b, 1c, 1d, 1i, 2b, 4b; Section 5: 2k, 2l.

Please use template located on D2L for this assignment.

Rubric of My Counselor Identity Plan (Possible 20 Pts.) See the next pages.

Midwestern State University  
COUN 5203 Introduction to Counseling

Criteria	4 Points Accomplished	3 Points Proficient	2 Points Developing	1 Point Needs Improvement
Professional Development	Thorough and reflective response that addresses all questions in detail. Well-researched conference and professional topic discussed.	Addresses most questions with good detail. Conference is researched, but professional topic lacks depth.	Limited responses that lack depth. Conference is mentioned but not well researched, and the professional topic is vague.	Minimal responses that fail to address key questions. Little to no research on conference and professional topic.
Clinical Training & Licensure Plan	Comprehensive and detailed plan for practicum, internships, licensure, supervision, and exams. Includes thoughtful strategies for self-care, balance, and burnout prevention.	Addresses key components of clinical training and licensure, including practicum, internships, and exams, but may lack depth in some areas.	Basic plan for clinical training and licensure that lacks detail. Self-care, balance, and burnout prevention strategies are underdeveloped.	Minimal or unclear plan for clinical training and licensure. Lacks self-care strategies and depth in addressing supervision and exam requirements.
Course Chart	Accurately and thoroughly completes the course chart, aligning state requirements with MSU course equivalents.	Completes the course chart with some minor errors or misalignments.	Course chart is incomplete or contains multiple errors in aligning state requirements with MSU courses.	Course chart is missing, largely incomplete, or contains significant inaccuracies.

Midwestern State University  
COUN 5203 Introduction to Counseling

Criteria	4 Points Accomplished	3 Points Proficient	2 Points Developing	1 Point Needs Improvement
Future Goals	Clear and well-articulated goals with specific dates for licensure and certifications. Provides insight into future career aspirations.	Discusses future goals with good detail but may lack specificity regarding dates or certifications.	Future goals are vague or lack specific dates and certifications. Limited insight into long-term career planning.	Minimal discussion of future goals. Lacks specific details or timeline for completing licensure and certifications.
Counselor Identity Reflection	Reflective, insightful, and well-articulated discussion of counselor identity. Uses personal insights to support ideas.	Good reflection on counselor identity, incorporating some personal insights. May lack depth in connecting ideas to professional role.	Limited reflection that lacks personal insight or depth.	Minimal reflection with little insight into personal counselor identity. Lacks a clear connection to professional identity.

## **Appendix E**

Final Exam (16 Pts.) Chapters 1 through 17. 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:

1a, 1b, 1c, 1d, 1e, 1g, 1i KPI, 1k KPI, 1l, 2a KPI, 2d, 3a, 3f KPI, 3g, 3h KPI, 4a KPI, 5a KPI, 5b, 5f, 5m KPI, 9.1a, 9.1b KPI, 9.2a, 9.2c, 9.2j, 9.2k, and 9.3e.

Final Exam (Possible 16 pts.)

Students will take a final exam worth 16 points (16%) of their grade.

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