



Midwestern State University

Gordon T. & Ellen West College of Education

Course & Contact Information

Course Title: Practicum in School Counseling

Course Number: COUN 5813

Semester Credits: 3

Semester: Fall 2024; 16 Weeks

Class Format: Online

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

Office: Bridwell Hall 327

E-mail: wendy.helmcamp@msutexas.edu

Work phone: (940) 397-4983

Cell Phone: (940) 631-0808 (for emergencies)

Office Hours: 8:30-10:30 am 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. I do not respond to email during holidays and weekends to encourage and promote self-care. I respond to my email wendy.helmcamp@msutexas.edu 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.

I. COURSE DESCRIPTION

Designed as the culminating experience in the counseling program; provides 160 clock hours of school counseling experience under the supervision of experienced personnel. Required for the student seeking certification as a school counselor. School Counseling students will be required to enroll in three hours of Practicum. This course will require mandatory weekly zoom classes. Course must be repeated if a grade of B or better is not attained. Satisfactory evaluations are required from both the site supervisor and the university supervisor.

Prerequisites: Must have completed 39 hours, including COUN 5253, COUN 5273, and COUN 5283.

II. COURSE RATIONALE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. In this class, students will obtain the required direct and indirect counseling hours in a supervised setting and will demonstrate knowledge and skills to prepare them for the field of counseling. This course meets the 160-hour practicum required by Texas Education Agency (TEA) for students seeking school counselor certification.

III. REQUIRED TEXTBOOK

Liability Insurance: Students must retain their own liability insurance before the start of the semester. Students are required to obtain their liability insurance by becoming a member of American Counseling Association (ACA). 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.

Recommended Textbooks:

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

American School Counseling Association. (2019). ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

American School Counselor Association. (2019). The ASCA National Model Implementation Guide, Second Edition. Alexandria, VA: Author.

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). The Texas model for comprehensive school counseling programs (5th ed). Texas Counseling Association.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

- 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
- 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 1.j. technology's impact on the counseling profession
- 1.k. strategies for personal and professional self-evaluation and implications for practice
- 1.m. the role of counseling supervision in the profession
- 3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)
- 5.c. theories, models, and strategies for understanding and practicing consultation
- 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 5.e. the impact of technology on the counseling process
- 5.f. counselor characteristics and behaviors that influence the counseling process
- 5.g. essential interviewing, counseling, and case conceptualization skills
- 5.h. developmentally relevant counseling treatment or intervention plans
- 5.i. development of measurable outcomes for clients
- 5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)
- 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- 5.l. suicide prevention models and strategies
- 5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 5.n. processes for aiding students in developing a personal model of counseling
- 6.b. dynamics associated with group process and development
- 6.c. therapeutic factors and how they contribute to group effectiveness
- 6.d. characteristics and functions of effective group leaders
- 6.e. approaches to group formation, including recruiting, screening, and selecting members
- 7.d. procedures for identifying trauma and abuse and for reporting abuse
- 7.e. use of assessments for diagnostic and intervention planning purposes (KPI)
- 9.1.b. theories and models related to clinical mental health counseling (KPI)
- 9.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 9.2.a. roles and settings of clinical mental health counselors

- 9.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 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.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) (KPI)
- 9.2.i. legislation and government policy relevant to clinical mental health counseling
- 9.2.l. legal and ethical considerations specific to clinical mental health counseling
- 9.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- 9.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 9.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues (KPI)
- 9.3.c. strategies for interfacing with the legal system regarding court-referred clients
- 9.3.d. strategies for interfacing with integrated behavioral health care professionals

TExES Standards and Competencies Addressed:

Domain I: Knowledge of Learners

SC Competency 001 (Human Development and Learning):

- **001 A.** Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.
- **001 B.** Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.
- **001 C.** Demonstrate knowledge of learning theories; how students construct knowledge, acquire skills, and develop strategies for responding effectively to challenges; and how students' development in the various domains can influence learning.
- **001 D.** Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).
- **001 E.** Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria).
- **001 G.** Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.

SC Competency 002 (Diversity and Cultural Competence):

- **002 A.** Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.
- **002 B.** Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity. TEC 239.15.e.2
- **002 C.** Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.
- **002 D.** Demonstrate knowledge of ways to encourage the development of an inclusive learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.
- **002 E.** Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.
- **002 F.** Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access. TEC 239.15.b.6
- **002 G.** Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity.
- **002 H.** Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to support the development of these programs within the school environment.

Domain II: The Comprehensive School Counseling Program

SC Competency 003 (Guidance):

- **003 A.** Apply knowledge of how to analyze various types of data (i.e., process, perception, and outcome) and other information to identify students' strengths and needs in order to inform guidance curriculum development.
- **003 D.** Demonstrate knowledge of the scope and sequence of student competencies in the strategic curricular areas of the guidance curriculum (i.e., intrapersonal effectiveness, interpersonal effectiveness, postsecondary and career readiness, and personal health and safety) and strategies for supporting students in setting and attaining challenging educational, career, personal, and social goals.

- **003 E.** Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.
- **003 F.** Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.

SC Competency 004 (Responsive Services):

- **004 A.** Distinguish between preventive, remedial, and crisis levels of responsive services.
- **004 B.** Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).
- **004 D.** Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.
- **004 E.** Use appropriate methods and procedures for counseling individuals in given situations.
- **004 F.** Use appropriate methods and procedures for group counseling and demonstrate knowledge of group dynamics as well as productive group interaction.
- **004 H.** Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.
- **004 I.** Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.

SC Competency 005 (Individual Planning):

- **005 A.** Demonstrate knowledge of individual educational planning as a component of the developmental school counseling program and how to guide students to help enhance their own educational development.
- **005 C.** Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.
- **005 E.** Apply knowledge of strategies for supporting students in identifying and understanding their abilities, interests, and aptitudes and for assisting all students with programs of study to prepare effectively for secondary and postsecondary educational or employment opportunities.
- **005 F.** Apply knowledge of theories, models, and principles of career development and methods for helping students meet the Texas College, Career, and Military Readiness Standards.

SC Competency 006 (Systems Support):

- **006 A.** Demonstrate knowledge of systems support as a component of a comprehensive school counseling program (e.g., participation on campus-based improvement teams, formation of campus policies and programs to address identified school needs,

development of schoolwide programs to promote positive outcomes for students) and the school counselor's role as a change agent in support of systemic improvement.

- **006 B.** Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g., advisory boards, school improvement committees, student support teams, curriculum committees).
- **006 E.** Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

SC Competency 007 (Program Management):

- **007 A.** Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.
- **007 B.** Demonstrate knowledge of the assumptions on which effective and comprehensive school counseling programs are based, including recommended programmatic conditions and resource allocations, and strategies for defining the program's rationale and parameters.
- **007 C.** Apply knowledge of processes and strategies for defining goals and priorities for a comprehensive school counseling program based on various needs assessment strategies and data sources.
- **007 D.** Demonstrate knowledge of the organizational structure and components of an effective and comprehensive school counseling program that is aligned with The Texas Model for Comprehensive School Counseling Programs.
- **007 E.** Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.
- **007 F.** Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.
- **007 G.** Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).
- **007 H.** Demonstrate knowledge of planning and managing tasks that support the activities of the comprehensive school counseling program and the appropriate allocation of time and resources.

Domain III: The Professional School Counselor

SC Competency 008 (Communication, Consultation, and Collaboration):

- **008 A.** Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.

- **008 B.** Demonstrate knowledge of the components of culturally responsive, school-based consultation.
- **008 E.** Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.

SC Competency 009 (Professional Practice):

- **009 C.** Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.
- **009 E.** Apply knowledge of leadership and advocacy strategies to promote a positive school culture and support educational access, equity, inclusiveness, and student success in the school and community.
- **009 H.** Demonstrate knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling and their application in various school counseling contexts.
- **009 I.** Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.
- **009 J.** Recognize emerging issues and trends in school counseling and the legal and ethical implications associated with these issues and trends.

Domain IV: Analysis and Response

SC Competency 010 (Analysis and Response):

- **010 A.** Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, personal, or social need.
- **010 B.** Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.
- **010 C.** Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address an identified student need.

Learning Objectives

1. Students will understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
2. Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
3. Students will understand professional issues relevant to the practice of clinical mental health counseling.
4. Students will use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

5. Students will utilize best practices related to ethical counseling practices and multicultural counseling competencies.
6. Students will complete a minimum of 160 hours of counseling experience in a school setting, of which 60 hours will be direct contact with clients/students.
7. Students will apply a comprehensive developmental counseling program based on the Texas Model.
8. Students will be observed at least three times either live or through video during the semester in direct service to students.
9. Students will engage in group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, course readings and discussions of counseling issues, or minilectures.

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: 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 to include at least five sentences. You are required to attend mandatory weekly zoom meetings.

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.

COVID: Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance

with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Practicum: Students must register for a three-credit hour practicum. Placements must begin and end in one academic semester (Fall, Spring, Summer) for the duration of at least 10 weeks for summer, and 15/16 weeks for fall and spring. The practicum is the first experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised setting. A minimum of 160 hours is required for practicum. To meet the 160 hours of field experience requirement, summer students must gain a minimum of four direct hours a week, and six indirect hours a week on site. For fall/spring semesters, students must gain a minimum of three direct hours per week, and four indirect hours per week. Students must get all placements approved by their professor of record. Additionally, private practice, and home or field settings are only approved for clinical courses by the instructor of record.

The students' practicum includes the following:

1. A **minimum** of 160 hours is required for practicum. Of the minimum 160 hours, at least 60 hours must be direct hours, and 100 hours must be indirect hours.
2. It is required in practicum that students participate in facilitating a counseling group at their practicum site as part of their 60 direct hours.
 - a. **Policies on banked hours will change beginning August 2018. Students will NO longer be able to bank hours.** As stated in the *2016 CACREP General Accreditation Questions*, "CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600-clock internship requirement" ([CACREP, Program FAQ's](#)).
3. A minimum of **one hour per week** of individual on-site supervision from site supervisor each week students are present at the site.
4. An average of **one and one-half hours per week of group supervision** with other students in practicum with the university supervisor.
5. Formal evaluations of students' performance will be submitted at the end of the semester by all supervisors (site, university).
6. Students will conduct three 45-minute counseling sessions with a client. A pre-observation conference must be held with the professor at least 24 hours before the session. The professor will provide feedback to the student using the MSU Skills Rating form during a

post-observation conference. Any skills' strengths and deficits will be addressed in individual supervision 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 record at their site, the university supervisor may observe counseling sessions live via telehealth.

VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of August 26 – September 1</p>	<ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Class Instructions • Liability Insurance 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment
<p>2. Week of September 2 - 8</p> <p>TExES Competencies: 004 D., E., G., 005: G., 006: B., C., F., G., H.</p>	<ul style="list-style-type: none"> • Informed Consent • Reporting Child Abuse • Reporting Sexual Contact Regarding Minors • Resources 	<ul style="list-style-type: none"> • *Tuesday Zoom Class Supervision Meeting 6:30-8:00 pm central due to holiday • Do Discussion Board, Post, and Comment
<p>3. Week of September 9 - 15</p> <p>TExES Competencies 004: A., C., H., I.; 010: F. 005: A., 006: A., C., D., E., F.</p> <p>KPI: 5.j. 9.3.b</p>	<ul style="list-style-type: none"> • Suicide • Safety Plan • Students in Crisis • Confidentiality Poster and Resource Assignment Appendix B to D2L 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Turn in Confidentiality Poster and Resource Assignment Appendix B to D2L
<p>4. Week of September 16 - 22</p> <p>TExES Competencies 004: A., B., C., E., F., G., H., I., 005: A, B, C, D. E., F.</p>	<ul style="list-style-type: none"> • Suicide • Non-Suicidal Self-Injury (NSSI) 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment

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<p>5. Week of September 23 - 29</p> <p>TExES Competencies 002: D., E., F., G. 003: B. 006: G.</p>	<ul style="list-style-type: none"> • Suicide • Non-Suicidal Self-Injury 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment
<p>6. Week of September 30 – October 6</p> <p>TExES Competencies: 004: G. 005: A. G., 006: A., B. C., D., E., F., G., H.</p> <p>KPI: 3.f. 5.j. 9.2.d. 9.3.</p>	<ul style="list-style-type: none"> • Switching Roles from Teacher to Counselor • Counseling Skills: Prep for Video • Counseling Activities • Video #1 Due Appendix C • Video Reflection Paper #1 Due Appendix D to D2L & Tk20 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Video #1 Due Appendix C • Video Reflection Paper #1 Due Appendix D to D2L & Tk20
<p>7. Week of October 7 - 13</p> <p>TExES Competencies 001: A., B., C., D., E.</p>	<ul style="list-style-type: none"> • TExES Exam • School Counseling Notes • Psychosocial • HEADSSS Assessment 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment

Class Dates	Class Topics	Assignments/Reading
<p>8. Week of October 14 - 20</p> <p>TExES Competency 002: A, C., D., E., F., G., Competency 003: A., D., E.</p>	<ul style="list-style-type: none"> • Texas Education Agency (TEA) Code of Ethics and Standard Practices for Educators • Texas State Board for Educator Certification (SBEC) Ethical Standards • American School Counselor Association (ASCA) Ethical Standards • American Counseling Association (ACA) Code of Ethics 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment
<p>9. Week of October 21 - 27</p>	<ul style="list-style-type: none"> • Ethics • Ethical Case Scenario • Ethical Decision-Making Model 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central
<p>10. Week of October 28 – November 3</p> <p>3.f. 5.j. 7.e., 9.1.b. and 9.3.b.</p> <p>TExES Competencies: 010 A., B., C., F.; 004. G; 006: G.</p>	<ul style="list-style-type: none"> • Ethics • Values • Video #2 Due Appendix C • Video Reflection Paper #2 Due Appendix D to D2L & Tk20 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Video #2 Due Appendix C • Video Reflection Paper #2 Due Appendix D to D2L & Tk20

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<p>11. Week of November 4 - 10</p> <p>TEExES Competencies 002: C., D., E.F., G.</p>	<ul style="list-style-type: none"> • Values 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment
<p>12. Week of November 11 - 17</p>	<ul style="list-style-type: none"> • Group Counseling • Submit Informal Observations Appendix E 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Submit Informal Observations Appendix E
<p>13. Week of November 18 - 24</p> <p>TEExES Competency 007: D., F., G., H.</p>	<ul style="list-style-type: none"> • Reflection on Counseling Sessions • Foundational Counseling Theory • Imposter Syndrome • Video #3 Due Appendix C • Video Reflection Paper #3 Due Appendix D to D2L & Tk20 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Video #3 Due Appendix C • Video Reflection Paper #3 Due Appendix D to D2L & Tk20
<p>14. Week of November 25 – December 1</p> <p>KPI: 5.j. 9.1.b. 9.3.b</p> <p>TEExES Competencies Competency 004: A., C., D.</p>	<ul style="list-style-type: none"> • Advocating for your School Counseling Role and Program • Professional Identity • Advocacy for Underserved Students • Turn in TEExES Constructed Response Appendix F to D2L 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Turn in TEExES Constructed Response Appendix F to D2L

Class Dates	Class Topics	Assignments/Reading
<p>15. Week of December 2 - 8</p> <p>KPI: 5.j. 9.1.b. 9.2.d. 9.3.b. KPI 1.S., KPI 5.S., KPI 6.K., KPI 6.S.</p>	<ul style="list-style-type: none"> • Strengths Bombardment • Submit Certify Teacher Requirements • Remind Site Supervisor to complete your final evaluation 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Submit Certify Teacher Requirements • Remind Site Supervisor to complete your final evaluation
<p>16. Week of December 9 - 13</p> <p>Tk20 Logs and D2L Hours Document</p>	<ul style="list-style-type: none"> • Hours and Site Supervisor Final Evaluations Appendix G to D2L and Tk20 logs • Finish Student Evals on Supervisors on Tk20 	<ul style="list-style-type: none"> • No Zoom Class • Turn in Hours and Site Supervisor Final Evaluations Appendix G to D2L and Tk20 logs • Finish Student Evals on Supervisors on Tk20 • Turn in Final Site Supervisor Evaluation and Hours Appendix D

VII. EVALUATION AND ASSIGNMENTS

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

Discussion Board and University Supervision: (15 pts.) Students are required to reflect on their practicum experience weekly. Every week students will be required to write about their successes, new knowledge, something that was interesting, something that was difficult or challenging, an innovative technique observed or used, or something in regard to the practicum class. 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. Video 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. Please arrange your schedule to participate in those meetings, otherwise you will not be able to obtain hours for the week (**See Appendix A for Rubric**).

Confidentiality Poster & Resource Assignment: (5 pts.) Students will create a creative confidentiality poster they can hang in their office based on the school they are placed in for

practicum. Students may seek out examples to create their confidentiality poster but must list all the limits of confidentiality pertaining to the age of the clients at the site. Students will create a document for resources local to them and their clients to utilize throughout practicum and the future. Examples of resources: local mental health resources (private practice and agency), crisis services, doctors' offices, lawyers, job-seeking resources, and benefits offices (Social Security, DMV, SNAP Benefits, Medicaid, Medicare, CPS, etc.) (**See Appendix B for Rubric**). **2.5j, and 5C.3b.**

Three Counseling Sessions & Three Video Reflection Papers: (20 pts. each for a total of 60 pts.) Students must turn in their Video Reflection Paper to Tk20 and D2L and submit their video to the professor. Students also have the option to have the teaching professor (university supervisor) observe their session via telehealth. Students will conduct three 45-minute counseling sessions with a client. The student must have a pre-observation conference with the professor at least 24 hours before the session. The instructor will provide feedback to the student using the MSU Skills Rating form in a post-observation conference. Any skills' strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. Students will receive a copy of the rating form. Videos of the counseling sessions are required and must be deleted after they have been graded. Students may email their video using google drive to the university supervisor due to file size. For students who are unable to video tape at their site, the teaching professor (university supervisor) may video into the session to observe via telehealth. Students are required to write a video reflection paper on their counseling session identifying their strengths and weaknesses. Please use the template to reflect on your performance. Address all areas listed on the Live Interview Evaluation. APA 7 style is required, and cover pages and references should be included. (**See Appendix C & D for Rubric**). **Tk20 Link KPI: 5.j. 9.1.b. 9.3.b**

Informal Observations (5 pts.): The university supervisor will conduct three informal observations throughout the semester. Students need to be prepared to address and reflect upon one of the school counselor professional standards in their post-conference. They will upload all three of their informal observation forms signed by the student, site supervisor, and university supervisor to D2L. (**See Appendix E for Rubric**).

TExES Sample Constructed-Response (5 pts). Students will analyze information provided in exhibits, and citing specific evidence from the exhibits, write a response of 400-600 words in which they:

- identify one important need to address in individual school counseling for the student;
- describe one developmentally appropriate counseling strategy a school counselor could implement to address the need identified;
- explain why the strategy described would be effective in addressing the identified need;
- identify one step the counselor could take to involve others, as appropriate, in implementing the strategy described;
- explain one method the counselor could use to evaluate the effectiveness of the strategy described in addressing the identified need; and
- explain how the response is supported by relevant counseling theory.

- A cover sheet and reference page are not required (**See Appendix F for Exhibits and Rubric**).

Certify Teacher Requirements (5 pts.): Students will upload proof of their 10-hour study mode mandatory requirement in Certify Teacher and proof that they passed 80% on each domain in one attempt on the mandatory practice exam. ***Please note that if students do not complete both of these requirements, they will receive an incomplete in the course.**

Completion of 160 Hours and Satisfactory Site Supervisor Evaluation (5 pts.): Students are required to complete 160 hours of practicum. 60 hours must be direct service hours, and 100 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the 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. (**See Appendix G for Rubric**). **3.f. 5.j. 7.e. 9.1.b. 9.3.b., KPI 7.K, KPI 3.K.**

Assignments	Points
1. Online Assignments and Comments D2L	15
2. Confidentiality Poster and Resource Assignment D2L	5
3. Counseling Session #1 & Reflection Paper #1 D2L and Tk20	20
4. Counseling Session #2 & Reflection Paper #2 D2L and Tk20	20
5. Counseling Session #3 & Reflection Paper #3 D2L and Tk20	20
6. Informal Observations D2L	5
7. TExES Constructed-Response D2L	5
8. Certify Teacher Requirements D2L	5
9. Completion of 160 Hours and Satisfactory Site Supervisor Evaluation D2L	5
<hr/>	
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 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.

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:

- 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 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

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 Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Author.

Academia (2021). *About*. Retrieved from [Article](#)

American Counseling Association (2021). *About* Retrieved from [Article](#)

American Psychological Association (2021). *About*. Retrieved from [Article](#)

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). Texas Counseling Association.

XI. SUGGESTED RESOURCES

Bambrick-Santoyo, P. (2019). *Driven by Data 2.0*. Hoboken, NJ: John Wiley and Sons, Inc.

Curry, J. R., & Milsom, A. (2017). *Career and College Readiness Counseling in P-12 Schools* (2nd ed). New York, NY: Springer Publishing Company.

Hays, D. G. (2017). *Assessment in Counseling: Procedures and Practices* (6th ed). Alexandria, VA: American Counseling Association.

Hays, D. G., & Erford, B. T. (2017). *Developing Multicultural Counseling Competence: A Systems Approach* (3rd ed). New York, NY: Pearson Education, Inc.

Lemov, D. (2015). *Teach Like a Champion 2.0* (2nd ed). Hoboken, NJ: John Wiley and Sons, Inc.

McCormick, C. B., & Scherer, D. G. (2018). *Child and Adolescent Development for Educators* (2nd ed). New York, NY: The Guilford Press.

Remley, T. P., Rock, W. D., & Reed, R. M. (2017). *Legal and Ethical Issues in School Counseling* (4th ed). Alexandria, VA: American School Counselor Association.

Sklare, G. B. (2014). *Brief Counseling That Works* (3rd ed). Thousand Oaks, CA: Corwin Press, Inc.

Stone, C. (2017). *School Counseling Principles: Ethics and Law*. Alexandria, VA: American School Counselor Association.

Texas Counseling Association (2018). *The Texas Model for Comprehensive School Counseling Programs* (5th ed). Austin, TX: Texas Counseling Association.

Texas Counseling Association (2020). *The Texas Evaluation Model for Professional School Counselors (TEMPSC)* (3rd ed). Austin, TX: Texas Counseling Association.

Vernon, A., & Schimmel, C. J. (2018). *Counseling Children and Adolescents* (5th ed). San Diego, CA: Cognella Academic Publishing.

Young, A., & Kaffenberger, C. (2018). *Making DATA Work* (4th ed.). Alexandria, VA: American School Counselor Association.

Zyromski, B., & Mariani, M. A. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*. Thousand Oaks, CA: Sage Publications, Inc.

XII. APPENDICES

Appendix A

Discussion Board and Class Supervision (15 pts.)

CACREP Standards Addressed:

1.b., 1.c., 1.j., 1.k., 1.m., 3.f. (KPI), 5.c., 5.d., 5.e., 5.f., 5.g., 5.h., 5.i., 5.j. (KPI), 5.k., 5.l., 5.m., 5.n., 6.b., 6.c., 6.d., 6.e., 7.d., 7.e. (KPI), 9.1.b. (KPI), 9.1.c., 9.2.b., 9.2.c., 9.2.d. (KPI), 9.2.i., 9.2.l., 9.2.m., 9.3.a., 9.3.b. (KPI), 9.3.c., 9.3.d.

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

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

Points Earned	Week	Comments
_____	Week 1 (1 pt.)	
_____	Week 2 (1 pt.)	
_____	Week 3 (1 pt.)	
_____	Week 4 (1 pt.)	
_____	Week 5 (1 pt.)	
_____	Week 6 (1 pt.)	
_____	Week 7 (1 pt.)	
_____	Week 8 (1 pt.)	
_____	Week 9 (1 pt.)	
_____	Week 10 (1 pt.)	
_____	Week 11 (1 pt.)	
_____	Week 12 (1 pt.)	
_____	Week 13 (1 pt.)	
_____	Week 14 (1 pt.)	
_____	Week 15 (1 pt.)	

Total Points Earned _____ / 15 points

Appendix B

Confidentiality Poster & Resource Assignment: (5 pts.)

CACREP Standards Addressed:

KPI: 5.j. 9.3.b.

Rubric of Confidentiality Poster and Resource Assignment (Possible 5 Pts.)

Criterion	.25 Improvement Needed	.5 Developing	.75 Proficient	1 Accomplished	Points
Limits of Confidentiality	Student did not address the limits of confidentiality.	Student partially addressed the limits of confidentiality.	Student adequately addressed the limits of confidentiality.	Student thoroughly and clearly addressed the limits of confidentiality.	
Developmentally Appropriate	Student did not consider the developmental level of the target audience.	Student partially considered the developmental level of the target audience.	Student adequately considered the developmental level of the target audience.	Student expertly tailored content to the developmental level of the target audience.	
Clarity and Organization	Information is unclear and poorly organized.	Information is somewhat clear but lacks full organization.	Information is clear and mostly well-organized.	Information is exceptionally clear, concise, and well-organized.	
Creativity and Engagement	Poster lacks creativity and does not engage the target audience.	Poster shows minimal creativity and somewhat engages the target audience.	Poster is creative and engages the target audience.	Poster is highly creative, visually appealing, and fully engages the target audience.	
Resource Document	Student did not provide a resource list or the list is incomplete.	Student provided a partial resource list with some	Student provided a complete and relevant resource list.	Student provided a comprehensive, relevant, and well-organized resource list.	

		relevant information.			
Total Points Awarded			Out of	5	

Appendix C

Counseling Session (20 pts.)

CACREP Standards Addressed:

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

Turn this into D2L and Tk20.

Recorded Counseling Session Packet
Faculty Evaluation of Student

Counselor Name:

University Supervisor Name:

Date:

Start Time:

End Time:

	Counseling Skills	# of Times Demonstrated	Comments
1	Positive Regard/Genuine /Empathy And Validation.		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Active Listening		
4	Appropriately uses Supportive Confrontation		
5	Uses Silence Appropriately		
6	Restatements		
7	Verbal Following		

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

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

Session Summary:

Recorded Counseling Session Grading Rubric

Criteria	Needs Improvement .25	Developing .5	Proficient .75	Accomplished 1	Points
Does an Introduction, Informed Consent, and Goes Over Confidentiality.	Fails to introduce self effectively. Does not provide a clear explanation of counseling theory, client rights, or confidentiality limits. Fails to obtain explicit consent or ensure client comprehension.	Somewhat introduces self. Somewhat provides a clear explanation of counseling theory, client rights, or confidentiality limits. Struggles to obtain explicit consent or ensure client comprehension.	Generally, introduces self. Generally, provides a clear explanation of counseling theory, client rights, or confidentiality limits. Is able to obtain explicit consent or ensure client comprehension.	Thoroughly introduces self. Thoroughly provides a clear explanation of counseling theory, client rights, or confidentiality limits. Obtains explicit consent or ensure client comprehension.	
Establishes Rapport with the Client.	Does not establish rapport effectively, neglects informed consent and confidentiality.	Somewhat establishes rapport, attempts informed consent and confidentiality discussion.	Generally, establishes rapport, obtains consent, and discusses confidentiality adequately.	Consistently establishes rapport, obtains informed consent, and discusses confidentiality effectively.	
Clinically Explores problem(s)	Fails to explore client's issues effectively, lacks appropriate questioning or listening.	Attempts to explore client's issues but lacks depth or thoroughness in questioning.	Adequately explores client's issues with appropriate questioning and listening skills.	Thoroughly explores client's issues with insightful questioning and active listening.	
Attends to Basic Needs of the Client	Fails to attend to client's basic needs adequately during the session.	Occasionally attends to client's basic needs but may be inconsistent.	Generally, attends to client's basic needs but may overlook some aspects.	Consistently attends to client's basic needs throughout the session.	

Congruent Verbal and Nonverbal behavior	Shows incongruent or inappropriate verbal and nonverbal behavior.	Displays some congruent behavior but may be inconsistent.	Generally, displays congruent verbal and nonverbal behavior.	Demonstrates congruent verbal and nonverbal behavior consistently.	
Uses Active Listening	Demonstrates poor active listening skills during the session.	Attempts active listening but may not sustain it consistently	Engages in active listening for the majority of the session.	Actively listens throughout the session, demonstrating understanding and empathy.	
Closed Ended Questions	Frequently uses closed-ended questions.	Uses a moderate amount of closed-ended questions.	Sometimes uses closed-ended questions.	Rarely uses closed-ended questions.	
Open-Ended Questions	Overuses open-ended questions and lacks appropriate use of open-ended questions.	Uses open-ended questions occasionally but relies more on closed-ended questions.	Uses a suitable amount of open-ended questions.	Effectively employs appropriate and clinical open-ended questions.	
Shows Ability to Use Higher Level Counseling Skills Throughout the Session.	Does not demonstrate higher level counseling skills during the session.	Attempts to use higher level skills but lacks consistency or effectiveness.	Shows ability to use higher level counseling skills appropriately.	Demonstrates advanced counseling skills consistently throughout the session.	
Uses two (2) Well-Developed Theoretically-Based Techniques	Does not use any theoretically-based techniques within the session.	Uses one theoretically-based technique within the session.	Uses two theoretically-based techniques but lacks depth within the session.	Skillfully uses two or more theoretically-based techniques with confidence within the session.	
Has Empathic Attunement	Lacks empathy or understanding	Attempts to demonstrate empathy but	Shows empathy and understanding	Displays empathic understanding	

	of client's emotions during the session.	lacks depth or understanding.	of client's emotions throughout the session.	and attunement with the client's emotions effectively	
Has Positive Body Language and Posture	Displays negative or inappropriate body language and posture.	Shows some positive body language but may be inconsistent.	Displays generally positive body language and posture.	Maintains positive body language and posture consistently.	
Confronts the Client When Needed	Avoids necessary confrontation or handles it inappropriately.	Attempts to confront client but lacks effectiveness or appropriateness.	Effectively confronts client when needed to promote therapeutic goals.	Appropriately confronts client when necessary, fostering insight and progress.	
Uses Self-Disclosure Appropriately	Uses self-disclosure inappropriately or excessively during the session.	Attempts to use self-disclosure but lacks appropriateness or effectiveness.	Uses self-disclosure in a balanced manner to benefit therapeutic relationship.	Uses self-disclosure appropriately to enhance therapeutic rapport and understanding.	
Uses Evidenced Based Theory throughout the Session	Does not apply evidenced-based theory or theories appropriately during the session.	Attempts to apply evidenced-based theory or theories but lacks consistency or integration.	Integrates evidenced-based theory or theories into the counseling process.	Consistently applies evidenced-based theory or theories appropriately throughout the session.	
Times using Interventions Appropriately	Inconsistently times interventions, impacting client engagement or progress.	Attempts to time interventions but may miss opportunities or misjudge timing.	Generally, times interventions effectively to support client needs.	Times interventions appropriately, maximizing their impact on client progress.	
Shows Counselor Confidence	Demonstrates lack of confidence in counseling abilities during the session.	Shows some confidence but may appear hesitant or unsure at times.	Displays confidence in counseling abilities for the majority of the session.	Demonstrates strong confidence in counseling abilities.	

				throughout the session.	
Adheres to Multicultural Competencies and Ethical and Legal Standards	Lacks awareness or adherence to multicultural competencies and ethical standards.	Shows some awareness of multicultural issues but may not consistently adhere to standards.	Demonstrates awareness of multicultural issues and ethical standards.	Adheres to multicultural competencies and ethical standards consistently.	
Summarizes Session Before Wrapping Up	Does not provide a session summary or provides an ineffective summary.	Attempts to summarize session content but lacks clarity or completeness.	Summarizes session content adequately to review key points with client.	Provides a clear and effective summary of the session content before concluding.	
Maintains Professionalism throughout Session	Displays unprofessional behavior or demeanor during the session.	Shows some aspects of professionalism but may be inconsistent.	Generally, maintains professionalism in interactions and demeanor.	Maintains high level of professionalism throughout the session.	
Total Points out of 20					

Student Self-Evaluation

Please self-evaluate yourself as to how you did during your counseling session. Please be thorough and avoid one worded answers.

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

14	Focusing Statements		
15	Uses Clarifying Statements		
16	Observing Themes/Patterns		
17	Acknowledge Nonverbal Bx		
18	Reframing Statements		
19	Appropriate Pacing		
20	Use of Ethics and Multicultural Competence		
	Theory	# of Times Demonstrated	Comments
22	Assessment Using Theory		
23	Uses 2 Theoretically Based Techniques		
24	What theory was used and how did it help manage the session?		
	Inappropriate Items	# of Times Demonstrated	Comments
25	Sympathy/Reassuring		
26	Advising		
27	Judging		
28	Educating/Teaching		
29	Going for the Solution		
30	Interrogating		
31	Lengthy Descriptive Statements		
32	“Why” questions		

33	Too many “How does that make you feel?”		
34	Shifting Topics		
35	Third Person Counseling - Someone not in session		
36	Not giving yourself time to think		
37	Getting ahead of client		
38	Poor balance of reflections/ questions/ restatements		
39	Uses Closed Questions		
	Supervision	# of Times Demonstrated	Comments
41	Open, positive discussion		
42	Emotionality in supervision		
43	Receptivity to feedback		
44	Participation in supervision (bring content)		
45	Submission of all materials		
46	Adheres to procedure and takes initiative		
47	Fulfillment of supervision tasks		

Signature University Supervisor : _____

Signature Student Supervisee: _____

Signature of Student’s Site Supervisor: _____

Appendix D

School Counseling Video Reflection Paper Outline

Please turn in these assignments to Tk20 link as well as D2L.

Note there is not a page requirement for your paper, but make sure to address each of the items listed below, using the items as headings.

Typing Instructions: Use APA 7 format

- Include APA coversheet
- Use first-level APA heading to clearly identify each section; use italicized words in question for heading; second-level headings optional
- Double-space; use APA paragraph formatting and margins
- Use in-text citations and references as needed to support your answers

1. Briefly describe the *demographics* of your client and the background you have with the client. What session number with client? First session with client? Informed consent explained? What are the client's goals for himself/herself?

2. Evaluate how you developed a *counseling relationship* with client(s). How effective were you? How does this fit within your broader understanding of your professional identity? Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*

3. Evaluate your *personal reactions* to the client(s) and counseling process and how they may have affected treatment dynamics. Include strengths and areas for improvement.

4. Describe and evaluate your *rationales* for (a) choice of theory, (b) assessment approach, and (c) interventions, including an analysis of how these choices fit with client needs. Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*

5. Evaluate your handling of *legal, ethical, and crisis issues*. Include strengths and areas for improvement.

6. Evaluate the *treatment and session outcome of your observed session*. How effective was this session and why? Include strengths and areas for improvement.

7. Evaluate the *larger socio-cultural and equity issues*, including marginalization, racism, sexism, developmental issues, poverty, access to services, etc., that may be affecting your client(s) at your site. How would you address these in future sessions and/or through advocacy efforts? *Cite professional literature as necessary to support your answer.*

8. Evaluate your overall *clinical skills*. Include strengths and areas for improvement.

9. Identify one *professional standard* you demonstrated in your counseling session. Describe how you addressed the professional standard. See professional standards below. Also, include how you addressed inclusive educational practices (i.e., provide flexibility in the ways information is presented; reduce barriers to instruction; provide appropriate accommodations; maintain high achievement expectations for all students).

Texas School Counselor Professional Standards

1. Learner-Centered Knowledge

- Counselors demonstrate knowledge of the developmental needs of students and apply counseling theories and techniques to foster student academic, career, social, and emotional development.
- They have a thorough understanding of child and adolescent development, individual and group counseling techniques, crisis intervention, and effective program implementation.

2. Learner-Centered Skills

- Counselors use effective communication, interpersonal, and counseling skills to develop strong relationships with students, parents, and staff.
- They implement strategies for individual and group counseling, assess student needs, and provide guidance in academic, career, and personal/social domains.
- Skills also include using data to inform and evaluate the impact of counseling programs and interventions.

3. Learner-Centered Process

- This domain focuses on implementing comprehensive, data-driven school counseling programs that are aligned with the Texas Model for Comprehensive School Counseling Programs.
- Counselors manage and deliver services that support students' academic, career, and personal/social growth, while also coordinating with other school staff and external resources.

4. Learner-Centered Equity and Excellence for All Learners

- Counselors advocate for and ensure equitable access to counseling services for all students.
- They promote inclusivity, diversity, and fairness, recognizing and addressing barriers that may impede students' academic and personal success, ensuring that all students receive the necessary support to achieve excellence.

5. Learner-Centered Communications

- Counselors demonstrate effective communication and collaboration with learners, parents/guardians, school staff, and community members through oral, written, nonverbal, and digital methods, while adhering to ethical and legal standards.
- They utilize group dynamics, partnerships, and community resources to promote student success, facilitate positive change, and enhance college and career readiness through responsive interventions and engagement with stakeholders.

6. Learner-Centered Professional Development

- Counselors commit to ongoing professional growth and development. They engage in continuous learning to improve their skills, stay informed of current counseling practices, and adapt to changes in education and counseling.

- This involves attending professional development opportunities, joining professional organizations, and reflecting on their practice to ensure high standards of ethical and professional conduct.

Appendix E

Informal Observations (5 pts.)

Informal Observations Rubric

Criteria	1 - Needs Improvement	2 - Developing	3 - Satisfactory	4 - Proficient	5 - Exemplary
Preparedness	Unprepared; lacks materials and organization.	Somewhat prepared but missing key materials.	Adequately prepared with most necessary materials.	Well-prepared with all materials and resources.	Exceptionally prepared with thorough organization and attention to detail.
Educational Practice	No educational practice or theory is addressed.	Educational practice is vaguely or inappropriately related.	Educational practice is addressed but lacks clarity or relevance.	Clearly addresses an educational practice related to a professional standard.	Thoroughly and insightfully addresses an educational practice related to a professional standard.
Connection to Professional Standards	No connection to professional standards.	Minimal connection to professional standards.	Some connection to professional standards but lacks depth.	Clear and relevant connection to professional standards.	Strong, comprehensive connection to professional standards, with insightful application.
Reflection	Reflection is absent or superficial.	Reflection is present but lacks depth or insight.	Reflection is present but basic and lacks critical analysis.	Reflects thoughtfully with good insight into practice and improvement.	Reflection is deeply thoughtful, showing critical analysis and a strong commitment to growth.
Engagement and Openness	Unengaged; closed off to feedback or discussion.	Minimally engaged; shows some openness but hesitant to feedback.	Engaged; somewhat open to feedback and discussion.	Highly engaged and open; responsive to feedback and willing to discuss ideas.	Fully engaged, consistently open to feedback, highly responsive, and collaborative in discussion.

Appendix F

TEGES Standards: TEGES: 010A, 010B, 010C, 007G, 003A, 001G

TEGES Sample Constructed-Response Question (5 pts.)

General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

Sample Assignment

Use the information in the exhibits to complete the assignment that follows.

Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of **400–600 words** in which you:

- identify one important need to address in individual school counseling for Jimmy;
- describe one developmentally appropriate counseling strategy a school counselor could implement to address the need you identified;
- explain why the strategy you described would be effective in addressing the identified need;
- identify one step the counselor could take to involve others, as appropriate, in implementing the strategy you described;
- explain one method the counselor could use to evaluate the effectiveness of the strategy you described in addressing the identified need; and
- explain how your response is supported by relevant counseling theory.

Description of Student

A school counselor receives a referral for Jimmy, a sixth-grade student who has been exhibiting increased behavioral issues at school. Concerns related to Jimmy's social skills and work habits have also been noted by school staff members. In preparation for individual counseling with Jimmy, the counselor reviews additional information.

Referral Form

School Counseling Referral Form
Student Name: Jimmy T.
Grade: 6
Referred by: S. Nickels, homeroom teacher
Reason for Referral <input checked="" type="checkbox"/> Change in behavior <input checked="" type="checkbox"/> Change in social skills <input checked="" type="checkbox"/> Change in work habits <input checked="" type="checkbox"/> Personal/family concern Additional concerns or information related to this referral: Jimmy has exhibited increasing difficulties at school. He has engaged in verbal and physical altercations with other students. He typically does not complete or hand in homework assignments or projects, which impacts his grades. Jimmy also does not participate in classroom discussions and often puts his head down on his desk or draws pictures. He has several friends in his classes but has issues getting along with some students. Jimmy scores very high on quizzes and tests in all classes. It should be noted that Jimmy enrolled as a new student this year after living in another state.
Steps taken to address concern (check all that apply) <input checked="" type="checkbox"/> Student conference <input checked="" type="checkbox"/> Parent/guardian conference <input checked="" type="checkbox"/> Discipline referral

<input checked="" type="checkbox"/> Behavior contract <input type="checkbox"/> Academic support									
Have these concerns been discussed with the student's parents/guardians? Yes, these concerns have been discussed with Jimmy's parents. Outcome of the discussion: A conference was held with Jimmy's parents during the first month of school. Jimmy's parents stated that his father was relocated to the area several months ago due to a job opportunity. They reported changes in Jimmy's behavior and social skills at home. His parents mentioned that they have spoken with Jimmy about his behavior in school and he states, "I am fine." Jimmy has also stated that he misses his previous school and friends and wants to move back. Jimmy has not established any close friends in the neighborhood.									
Please rate the severity of this referral on the scale below.									
Less Serious			Moderately Serious				Very Serious		
1	2	3	4	5	6	7	8	9	10

Student Interest Inventory Excerpt

Excerpt from Student Interest Inventory
Name: Jimmy T. Grade: 6 Date: September 26
1. What is your favorite class in school and why? My favorite class is gym because I enjoy playing games and sports.
2. What is your least favorite class in school and why? My least favorite class is science because I do not really like some of my classmates and I am usually really bored. My teacher also calls on me sometimes to answer questions and I don't like being put on the spot to speak out loud in front of all my classmates.
3. If you could change anything about school what would it be? I wish I could pick out people I want to have class with. Some students in my classes are really annoying. I also wish my friends from my other school

would go to school with me. I really miss them. I would also get rid of homework assignments.

4. What do you want to be when you grow up?
I want to become an electrical engineer or a pharmacist.

5. What are your hobbies outside of school?
I enjoy playing computer games and watching movies.

6. What is a past accomplishment that made you feel proud of yourself?
I felt proud of myself when I won a computer game this week.

Excerpt from Classroom Incident Reports

Excerpts from Jimmy's Classroom Incident Reports (from the assistant principal's notes)

Wednesday, September 12

Jimmy had difficulty completing the English language arts assignment today. The assignment involved working in groups to brainstorm potential solutions to a problem described in an assigned homework article. Jimmy stated that he preferred to work alone. When Jimmy was asked to try working with his group he stated, "No" and walked out of the classroom. After I spoke with Jimmy, he apologized and said that he did not read the article for homework.

- English Language Arts Teacher

Tuesday, September 18

Jimmy demonstrated a strong understanding of math concepts being taught today. I asked him to assist several other students who were having difficulties with the math concepts after he finished the assignment and he agreed. Jimmy worked with the other students until almost the end of class. At the end of class, one student made an inappropriate comment to one of the students that Jimmy was assisting. I intervened and informed the student that his comment was extremely inappropriate, but Jimmy went up to the other student and verbally threatened harm. Both Jimmy and the other student were written up. They agreed not to speak to each other.

- Math Teacher

Friday, September 21

Jimmy received a 98 on today's science test. He was the first person in the class to complete the test and I was able to correct it before the end of class. I allowed Jimmy to read a book of his choice while other students finished their tests. Another student made a rude comment to Jimmy in passing. The student got out of his seat and verbally threatened to assault Jimmy. Jimmy lunged at the other student and a physical altercation ensued. The principal was called. Jimmy and the other student each received a three-day in-school suspension.

– **Science Teacher**

Tuesday, September 25

Jimmy was written up today for refusing to complete an assignment in Spanish class. He stated that he was tired, did not feel like completing the assignment, and put his head on his desk throughout the entire class.

– **Spanish Teacher**

Tuesday, October 2

Jimmy refused to work with another student during science class. He stated that he did not like the other student because the student was rude to other classmates. Jimmy walked out of class for several minutes without permission before returning.

– **Science Teacher**

Scoring Rubric

Score Point	Score Point Description
5	<p>The "5" response reflects a thorough understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response fully addresses all parts of the assignment.• The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills.

	<ul style="list-style-type: none">• The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.
4	<p>The "4" response reflects a general understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response addresses most or all parts of the assignment.• The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.• The response provides sufficient evidence, some examples, and generally sound explanations.
3	<p>The "3" response reflects a limited understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response addresses at least some of the parts of the assignment.• The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills.• The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.
2	<p>The "2" response reflects little understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response addresses, few, if any, parts of the assignment.• The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.• The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.
1	<p>The "1" response reflects no understanding of the relevant content knowledge and skills.</p>

	<ul style="list-style-type: none">• The response minimally addresses parts of the assignment.• The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.• The response provides no evidence.
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Texas Education Agency. (2021). Preparation Manual.
http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_CRI_252.htm

Appendix G

Completion of 160 Hours and Satisfactory Site Supervisor Evaluation (5 Pts.) **Please have your site supervisors turn in their final evaluation to Tk20.** Students are required to complete 160 hours of practicum. 60 hours must be direct service hours, and 100 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the 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. CACREP Standards Addressed: 3.f. 5.j. 7.e. 9.1.b. 9.3.b., KPI 7.K, KPI 3.K., KPI SA.S

Completion of 160 Hours and Satisfactory Site Supervisor Evaluations (Possible 5 Pts.)

Criterion	0 Improvement Needed	.5 Developing	.75 Proficient	1 Accomplished	Points
At least 60 direct hours	Not Completed	Partially Completed	Completed	Completed, with good attitude.	
At least 100 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	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.	
Total Points Awarded			Out of 5 points		

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