



## 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: Spring 2025, POT A, 9 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

- Section 3: A.1. history and philosophy of the counseling profession and its specialized practice areas
- Section 3: A.2. the multiple professional roles and functions of counselors across specialized practice areas
- Section 3: A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management

- Section 3: A.4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
- Section 3: A.5. the role and process of the professional counselor advocating on behalf of the profession
- Section 3: A.7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
- Section 3: A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas KPI
- Section 3: A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice KPI
- Section 3: B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
- Section 3: C.1. theories of individual and family development across the lifespan
- Section 3: C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness KPI
- Section 3: C.13. effects of crises, disasters, stress, grief, and trauma across the lifespan
- Section 3: D.1. theories and models of career development, counseling, and decision-making KPI
- Section 3: E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds KPI
- Section 3: E.3. case conceptualization skills using a variety of models and approaches
- Section 3: E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- Section 3: E.11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences KPI
- Section 3: E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies KPI
- Section 5: C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- Section 5: C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

### Learning Objectives

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

## 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:** This is an online class. Therefore, students will complete discussion board questions in lieu of class attendance.

**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%**. Discussion board posts are not accepted late. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will significantly lower your grade. Please begin planning your semester schedule accordingly.

## VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<b>Week 1</b> January 21 - 26	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Read Chapters 1-3</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 1-3</li> <li>• Do Discussion Board, Post and Comment</li> </ul>
<b>Week 2</b> January 27 – February 2	<ul style="list-style-type: none"> <li>• Read Chapters 4-5</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 4-5</li> <li>• Do Discussion Board, Post and Comment</li> </ul>
<b>Week 3</b> February 3 - 9  <b>3.C.1., 3.D.1., 3.E.1., 3.E.3, 3.E.11.</b>	<ul style="list-style-type: none"> <li>• Read Chapters 6-7</li> <li>• Theories Paper Appendix B</li> <li>• Submit to Tk20 &amp; D2L</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 6-7</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Complete Theories Paper Appendix B</li> </ul>
<b>Week 4</b> February 10 - 16	<ul style="list-style-type: none"> <li>• Read Chapters 8-9</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 8-9</li> <li>• Do Discussion Board, Post and Comment</li> </ul>

Class Dates	Class Topics	Assignments/Reading
<b>Week 5</b> February 17 - 23  <b>3.B.2., 3.C.1., 3.C.11., 3.C.13., 3.E.20.</b>	<ul style="list-style-type: none"> <li>• Read Chapters 10-11</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 Chapters 10-11</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Submit Human Development and Multicultural Group Presentation Appendix C</li> </ul>
<b>Week 6</b> February 24 – March 2	<ul style="list-style-type: none"> <li>• Read Chapters 12-13</li> <li>• Work on your upcoming Counselor Identity Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 12-13</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Work on your upcoming Counselor Identity Plan</li> </ul>
<b>Week 7</b> March 3 - 9  <b>3.A.2., 3.A.3., 3.A.5., 3.A.10.</b>	<ul style="list-style-type: none"> <li>• Read Chapters 14-15</li> <li>• My Counselor Identity Plan Appendix D</li> <li>• Submit to Tk20 &amp; D2L</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 14-15</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Complete My Counselor Identity Plan Appendix D</li> </ul>
<b>Week 8</b> March 10 - 16  SPRING BREAK!	<ul style="list-style-type: none"> <li>• Self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Self-care</li> </ul>
<b>Week 9</b> March 17 - 21  <b>3.A.1., 3.A.2., 3.A.3., 3.A.4., 3.A.5., 3.A.7., 3.A.10., 3.A.11., 3.B.2., 3.C.1., 3.C.11., 3.C.13., 3.D.1., 3.E.1., 3.E.3, 3.E.8., 3.E.11., 3.E.20, 5.C.2., 5.C.8.</b>	<ul style="list-style-type: none"> <li>• Read Chapters 16-17</li> <li>• Final Exam Appendix E Chapters 1-17</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 16-17</li> <li>• Do Discussion Board, Post and Comment</li> <li>• Final Exam Appendix E Chapters 1-17</li> </ul> <p>*Note that class ends on <b>Friday!</b></p>

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

**Theories Paper: (12 pts.)** The purpose of this assignment is to explore and critically analyze the role of theory in mental health counseling. In this paper, you will discuss the most significant reason mental health counselors use theoretical frameworks in their practice. You will also examine two significant factors that might influence the development of your own theoretical orientation as a mental health counselor. Your paper should demonstrate a comprehensive understanding of counseling theories, their relevance in clinical practice, and how personal, cultural, and professional factors might shape your theoretical orientation. You are expected to engage with course readings, relevant literature, and course materials, incorporating both theoretical concepts and practical applications. Your paper should include the following:

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

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

**Human Development and Multicultural Group Project: (36 pts.)** The Human Development and Multicultural Group Project requires students to collaborate in groups of three to four students to create a voice-over PowerPoint presentation. The presentation will focus on a chosen stage of human development, exploring both the developmental aspects and the potential multicultural/diversity implications when working with that population. Students will demonstrate their understanding of human

development theories and apply them to the context of clinical mental health counseling, highlighting how multicultural considerations influence counseling approaches.

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

### **Presentation Outline:**

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



- Reflect on the actions and strategies you will take to develop and maintain cultural awareness and competence throughout your career.

(See Appendix C). **KPI: 3.B.2., 3.C.1., 3.C.11., 3.C.13., 3.E.20.** Please turn in assignment to **Tk20 link & D2L.**

**My Counselor Identity Plan: (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 as an example (See Appendix D). **KPI/Tk20 Assignment: 3.A.2., 3.A.3., 3.A.5., 3.A.10.** Please turn in assignment to **Tk20 link & D2L.**

**Final Exam (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). **3.A.1., 3.A.2., 3.A.3., 3.A.4., 3.A.5., 3.A.7., 3.A.10., 3.A.11., 3.B.2., 3.C.1., 3.C.11., 3.C.13, 3.D.1., 3.E.1., 3.E.3, 3.E.8., 3.E.11., 3.E.20, 5.C.2., 5.C.8.**

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
<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 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:

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

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

Rubric of Online Assignments and Comments (Possible 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 (Spring Break!)	
_____	Week 9 (2 pts)	

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

**Appendix B**

**Theories Paper: (12 pts.)** The purpose of this assignment is to explore and critically analyze the role of theory in mental health counseling. In this paper, you will discuss the most significant reason mental health counselors use theoretical frameworks in their practice. You will also examine two significant factors that might influence the development of your own theoretical orientation as a mental health counselor. Your paper should demonstrate a comprehensive understanding of counseling theories, their relevance in clinical practice, and how personal, cultural, and professional factors might shape your theoretical orientation. You are expected to engage with course readings, relevant literature, and course materials, incorporating both theoretical concepts and practical applications. Your paper should include the following:

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

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

**Theories Paper Rubric (12 points)**

Criteria	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
<b>Response to Assignment Prompt</b>	Fails to address the assignment’s key elements. Misses the point, lacks depth, and does not demonstrate engagement	Partially addresses the assignment but lacks clarity or depth. Does not fully address all points.	Adequately addresses the assignment prompt with clarity and sufficient detail. Responds to the topic and covers	Responds to the assignment prompt in depth with clear, focused analysis and insightful connections to course materials.	Exceeds expectations by providing a deep, original response that goes beyond the assignment requirements and adds new perspectives.

Criteria	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
	with course materials.		the required points.		
<b>Application of Theoretical Concepts</b>  (CACREP 3.C.1., 3.D.1., 3.E.1., 3.E.3, 3.E.11.)	Demonstrates little understanding of the concepts. Fails to integrate or apply theories correctly.	Shows limited understanding of theories, with some errors or omissions. Attempts to apply theories but with little depth.	Demonstrates solid understanding and application of the theories, with clear connections to practice and relevant examples.	Demonstrates deep understanding and insightful application of theories to practice, with strong critical thinking and relevant examples.	Demonstrates exceptional mastery of theories, with original insights and comprehensive application. Theories are analyzed deeply and connected to real-world practice.
<b>Quality of Writing and Organization</b>	Writing is unclear and poorly organized. Numerous grammar or spelling errors. APA format is not followed or is improperly applied.	Writing lacks clarity or organization. Several errors in grammar, spelling, and APA format.	Writing is clear and well-organized with minor errors in grammar, spelling, and APA format.	Writing is clear, concise, and well-organized, with few errors in grammar, spelling, or APA format.	Writing is exceptionally clear, concise, and well-organized with flawless grammar, spelling, and APA format. The paper is professional and polished.



## Appendix C

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

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

### Presentation Outline:

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

**11. Counseling and Conceptualizing Clients:**

- Explain how **human development theories assist in conceptualizing clients.**
- Discuss how **understanding the stage of development and cultural considerations** informs a counselor’s approach to conceptualizing and treating clients.

**12. Cultural Competency:**

- Briefly present your **personal plan to become a culturally competent counselor.**
- Reflect on the actions and strategies you will take to develop and maintain cultural awareness and competence throughout your career.

**KPI: 3.B.2., 3.C.1., 3.C.11., 3.C.13., 3.E.20. Please turn in assignment to Tk20 link & D2L..**

**Human Development and Multicultural Group Project Rubric (36 points)**

<b>Criteria</b>	<b>0 Beginning</b>	<b>1 Basic</b>	<b>2 Proficient</b>	<b>3 Advanced</b>	<b>4 Exceptional</b>
<b>Response to Assignment Prompt</b>	Does not address the key elements of the assignment. Misses the core topic and fails to integrate course content.	Partially addresses the assignment but lacks depth. Misses some key points and connections to course materials.	Adequately addresses all points of the assignment with some depth and clarity.	Responds to all parts of the assignment with strong depth and clarity, showing good understanding of the topic.	Responds thoroughly to all aspects of the assignment, providing original insights and going beyond the minimum requirements.
<b>Understanding of Human Development</b> <b>(CACREP 3.C.1, 3.C.13)</b>	Demonstrates minimal understanding of developmental theories. Lacks accurate information or relevance to clinical practice.	Shows basic understanding of developmental theories, but with notable inaccuracies or omissions.	Demonstrates a solid understanding of key developmental theories and their application to clinical practice.	Demonstrates a deep understanding of developmental theories and integrates them effectively into clinical practice.	Demonstrates exceptional understanding, offering nuanced insights and critical analysis of human development theories.
<b>Stage of Development and Application</b> <b>(CACREP 3.C.11, 3.E.20)</b>	Fails to select a clear stage or provides an incomplete discussion. Does not connect the stage to clinical mental health counseling.	Selects a stage but provides only a superficial discussion. Limited connection to clinical counseling.	Clearly selects a stage of development and offers a good discussion of its relevance to counseling practice.	Clearly and deeply analyzes the chosen stage, explaining its implications for counseling and client conceptualization.	Provides a comprehensive and original analysis of the chosen stage, highlighting its clinical applications and

Criteria	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
					multicultural considerations.
<b>Multicultural and Diversity Considerations</b>  (CACREP 3.B.2.)	Lacks consideration of multicultural/diversity factors. No mention of how cultural competencies affect client care.	Mentions multicultural or diversity factors but with minimal depth or relevance to the chosen stage.	Discusses cultural/diversity factors relevant to the developmental stage and includes some thoughtful examples.	Demonstrates a solid understanding of how multicultural and diversity considerations influence counseling practice. Offers clear examples.	Provides in-depth, insightful analysis of multicultural and diversity concerns. Includes relevant, real-world examples and cultural considerations.
<b>Organization and Clarity of Presentation</b>	The presentation is poorly organized and unclear. Information is scattered, and it is difficult to follow.	The presentation is somewhat organized but lacks clarity in parts. Some sections may be confusing or disjointed.	The presentation is clear, logically organized, and easy to follow. Some minor improvements could be made for flow.	The presentation is well-organized, logical, and flows smoothly. Ideas are clearly presented with minimal confusion.	The presentation is exceptionally well-organized, coherent, and polished. The flow is smooth, and the content is effectively communicated.
<b>APA Format and References</b>	Does not follow APA format. Lacks proper citations, references, or uses incorrect formatting.	Demonstrates partial understanding of APA format. Contains several errors in citations or reference list.	Follows APA format with only minor errors in citation style or reference list.	Follows APA format with few minor errors. Proper citations are used throughout the presentation.	Follows APA format flawlessly. Citations and references are properly formatted, and all sources are appropriately credited.
<b>Collaboration and Group Contribution</b>	Contributed little to the group work. Did not collaborate effectively and required significant oversight.	Contributed minimally to the group work. Occasionally worked with	Contributed appropriately to the group effort, collaborating with others to	Actively participated and collaborated well with the group, demonstrating	Took on a leadership role within the group, contributed significantly to

Midwestern State University  
COUN 5203 Introduction to Counseling

<b>Criteria</b>	<b>0 Beginning</b>	<b>1 Basic</b>	<b>2 Proficient</b>	<b>3 Advanced</b>	<b>4 Exceptional</b>
		others but did not contribute substantially to the project's success.	complete the project on time.	strong teamwork and initiative.	success, and actively supported team members.
<b>Depth of Clinical Application</b>	Does not make a clear connection between human development theories and clinical application.	Provides basic application of developmental theory but lacks detailed or meaningful connections to counseling practice.	Shows clear connections between developmental theories and clinical practice, with appropriate examples.	Demonstrates a deep and thoughtful application of developmental theory to clinical practice. Strong connections to client work.	Provides a highly insightful and advanced application of developmental theory in clinical practice, offering new perspectives or strategies for counseling.
<b>Professionalism and Presentation</b>	Presentation lacks professionalism. Content is disorganized, and group work does not reflect effort or thoughtfulness.	Presentation is somewhat professional but lacks polish. May include unrefined content or disorganized sections.	Presentation is professional, with thoughtful content and a reasonable amount of effort put into the visual and verbal aspects.	Presentation is highly professional with clear, thoughtful content, well-designed visuals, and smooth verbal delivery.	Presentation is polished and extremely professional, with seamless delivery, strong visual appeal, and exceptionally clear content.

**Group Project Peer Evaluation**

**Group Member Name:** \_\_\_\_\_

**Evaluator Name:** \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

- 5 – Outstanding

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

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

**Comments (Optional):**

---

---

## Appendix D

**My Counselor Identity Plan: (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 as an example. **KPI/Tk20 Assignment: Please turn in assignment to Tk20 link & D2L.** CACREP Standards: **3.A.2., 3.A.3., 3.A.5., 3.A.10.**

### My Counselor Identity Plan Outline

Name: \_\_\_\_\_

Degree: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

#### Professional Development:

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

- Why are you obtaining your graduate degree in Clinical Mental Health Counseling?
- What factors motivate you to complete your degree and excel in your career as a counselor?
- How do you intend to begin/continue your growth within the counseling field?
- Name a professional conference you would like to attend. Research the conference to obtain dates, locations, etc.
- Name a professional topic you would be interested in presenting at a conference.
- Identify ways in which you plan to participate in leadership opportunities.
- Identify how you plan to review and understand the entire ACA Code of Ethics and when in your academic career this will be achieved.
- Identify associations you plan to join (American Counseling Association/your state counseling association/Association of Mental Health Counselors), what divisions you plan to join, and when you plan to join.
- What are the requirements for continuing education after you are licensed in your state? List continuing education opportunities you can engage in after graduation.

#### Clinical Training:

Expected date (term and year) to begin Practicum: \_\_\_\_\_

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

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

Internship requirements expected to be completed by: \_\_\_\_\_

**Plan for Licensure:**

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

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

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

Courses required by your State	Courses required in your CLMH program
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.



15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

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

\_\_\_\_\_.

Who is responsible for issuing counseling licenses in your state? \_\_\_\_\_

Expected date to complete all licensure requirements : \_\_\_\_\_.

List what you are currently interested in getting certifications in:

\_\_\_\_\_.

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

\_\_\_\_\_.

**Rubric of My Counselor Identity Plan (20 points)**

Criteria	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
<b>Professional Development (CACREP 3.A.2, 3.A.3.)</b>	Minimal responses that fail to address key questions. Little to no research on conference and professional topic.	Some responses to questions but lack detail or depth. Conference is mentioned but not researched thoroughly, and professional topic is weak or underdeveloped.	Adequate responses that address most questions. Conference is researched, and professional topic is covered, but lacks some depth.	Detailed and thoughtful responses that address all questions in depth. Conference is well-researched with insightful analysis. Professional topic is discussed with significant depth and connection to counseling theories and trends.	Thorough and reflective response that addresses all questions in detail. Well-researched conference with comprehensive analysis. Professional topic is discussed with depth, drawing clear connections to counseling theories, emerging trends, and its direct application to the counseling profession. Demonstrates a nuanced understanding of

Criteria	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
					how professional development informs practice.
<b>Clinical Training &amp; Licensure Plan</b>	No clear plan or understanding of clinical training and licensure. Lacks research or structure.	Basic plan with few details or unclear components for practicum, internship, licensure, and exams. Self-care strategies are mentioned but underdeveloped.	Addresses most components of clinical training and licensure, but lacks depth in some areas such as self-care, supervision, or exam preparation.	Well-organized plan addressing all areas of clinical training, including practicum, internships, licensure exams, and supervision. Includes some strategies for self-care, balance, and burnout prevention.	Comprehensive, well-organized plan that details each phase of clinical training, including practicum, internships, licensure exams, and supervision. Thoughtfully integrates strategies for self-care, work-life balance, and burnout prevention. Shows an advanced understanding of the licensure process, with clear milestones for personal and professional development.
<b>Course Chart</b>	Course chart is missing, incomplete, or contains significant inaccuracies.	Course chart is incomplete, with several errors in aligning state requirements with MSU courses.	Course chart is complete but may have minor errors or misalignments in aligning state requirements with MSU courses.	Course chart is complete and mostly accurate, aligning state requirements with MSU courses with few minor discrepancies.	Accurately and thoroughly completes the course chart, ensuring alignment between state licensure requirements and MSU courses. Demonstrates exceptional attention to detail, ensuring all necessary courses are clearly identified with logical connections to licensure requirements.

Criteria	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
<b>Future Goals</b>	No clear future goals. No timeline or specific plans for licensure or certifications.	Goals are vague, lack specific dates or certifications, and show minimal planning for future career development.	Future goals are discussed with some detail but lack specificity regarding dates or clear steps for licensure, certifications, or career advancement.	Clear and specific future goals are outlined, with some dates for licensure and certifications and clear career aspirations.	Clear, specific, and measurable future goals, including well-defined timelines for licensure, certifications, and professional achievements. Demonstrates a proactive approach to career development, identifying key opportunities for growth, continuing education, and meaningful contributions to the counseling field.
<b>Counselor Identity Reflection (CACREP 3.A.5., 3.A.10.)</b>	Little to no reflection on counselor identity. No connection to professional identity or ethical practice.	Limited reflection on counselor identity. May lack depth in connecting personal values to professional identity.	Adequate reflection on counselor identity with some personal insights but may lack a connection to professional role or counseling theories.	Strong reflection on counselor identity, with personal insights and some integration of professional role, ethical practice, and counselor theories.	Thorough, reflective, and insightful discussion of counselor identity, demonstrating significant self-awareness. Clearly articulates how personal values, experiences, and ethical considerations shape professional identity and counseling practice. Integrates personal insights with counseling theories and demonstrates commitment to ongoing personal and professional development.

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

Final Exam (Possible 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.