

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

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

Professor: Dr. Wendy Helmcamp, Ph.D., LPC-S, CSC
Semester: Spring 2025, 17 Weeks, ***Spring Break Week 8**
Office: Bridwell Hall 327
E-mail: wendy.helmcamp@msutexas.edu
Class Format: Online
Office Number: 940-397-4983
Office Hours: Tuesday-Thursday 8:30-10:30 am; Can be scheduled as needed.
Mandatory Class Time: Every Tuesday 6:30-8:00 pm CT

In this syllabus, you will find:

- Course Description
- Course Expectations
- Course Outline
- Evaluation and Assignments
- Student Expectations and Policy Information
- Resources
- Appendices

Instructor Response Policy:

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

The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than two (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

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

The first semester of Graduate Internship features 300 supervised clock-hours which breaks

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

II. COURSE RATIONALE

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

III. REQUIRED TEXTBOOK

Liability Insurance: Students must retain their own liability insurance before the start of the semester. Students are encouraged to become members of American Counseling Association (ACA) to obtain their liability insurance. Students will **NOT** be allowed to begin gaining hours without active liability insurance. Students must send their liability insurance documents to their university supervisor (teaching professor) and their site-supervisor before gaining hours.

Required Text:

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

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

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

- Section 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.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: A.12. the purpose of and roles within counseling supervision in the profession
- Section 3: B.1. theories and models of multicultural counseling, social justice, and advocacy
- Section 3: B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities KPI
- Section 3: C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness KPI
- Section 3: C.12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families 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.4. consultation models and strategies
- Section 3: E.5. application of technology related to counseling
- Section 3: E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- Section 3: E. 7 culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
- Section 3: E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- Section 3: E.9.. interviewing, attending, and listening skills in the counseling process
- Section 3: E. 10. counseling strategies and techniques used to facilitate the client change process
- Section 3: E. 12. goal consensus and collaborative decision-making in the counseling process
- Section 3: E.15. evidence-based counseling strategies and techniques for prevention and intervention KPI
- Section 3: E.17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
- Section 3: E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- Section 3: E.21. processes for developing a personal model of counseling grounded in theory and research
- Section 3: F.2. dynamics associated with group process and development KPI
- Section 3: F.4. characteristics and functions of effective group leaders KPI
- Section 3: F. 9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities

- Section 3: G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes KPI
- Section 3: G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
- Section 5: C.1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- 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.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload
- Section 5: C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5: C.6. strategies for interfacing with the legal system regarding court-referred clients
- Section 5: C.7. strategies for interfacing with integrated behavioral healthcare professionals
- Section 5: C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- Section 5: C.9. third-party reimbursement and other practice and management issues in clinical mental health counseling
- Section 4: A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.
- Section 4: B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- Section 4: C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- Section 4: D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.
- Section 4: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- Section 4: F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- Section 4: G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:
 1. CACREP standards and definitions related to supervised practicum and internship;

2. supervision agreement;
 3. evaluation procedures and requirements; and
 4. policy for student retention, remediation, and dismissal from the program.
- Section 4: H. Written supervision agreements:
 1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
 2. include emergency procedures; and
 3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.
 - Section 4: I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.
 - Section 4: J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.
 - Section 4: K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.
 - Section 4: L. Students have opportunities to evaluate their experience with the practicum and internship placement process.
 - Section 4: M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.
 - Section 4 U. After successful completion of the practicum, students complete 600 hours (over two internship semesters) of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.
 - Section 4 V. Internship students complete a minimum of 240 hours of direct service with actual clients (over two internship semesters).
 - Section 4: W. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
 1. a counselor education program faculty member, or
 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Learning Objectives

1. Students will demonstrate characteristics and skills of an effective counselor with clients in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.
2. Students will provide ethical, multicultural counseling services to clients at the internship site.
3. Students will learn about the role of the counselor in an agency setting including roles and responsibilities, collaboration with colleagues in treatment planning, self-evaluation, and supervision.

4. Students will develop a personal model of counseling which includes a theoretical orientation, and advanced techniques for change.
5. Students will demonstrate effective management of crisis and emergency management as well as agency and community wide management of crisis and emergency situations.

V. COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. 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 students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength, and benefit. 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 located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: You will be required to post at least three academic paragraphs on each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

Late Work: All papers and assignments must be turned in the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly

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

Internship Rollover Policy:

Students are permitted to rollover a maximum of 50 hours. Hours can be transferred between COUN 6043 Graduate Internship I and COUN 6053 Graduate Internship II. These hours can include direct hours, indirect hours, or a combination of both. However, students are not allowed to accumulate hours between semesters, nor can any hours from the practicum be rolled over into internship semesters. Rollover hours are strictly limited to COUN 6043 and COUN 6053. Failure to acquire 240 direct hours and 360 indirect hours over the course of COUN 6043 and COUN 6053 will result in the student having to retake COUN 6053.

- Students taking internship I during spring may choose to gain 170 direct hours and 180 indirect hours and then would need to gain 70 direct hours and 180 indirect hours for their summer internship II.
- Students taking internship I during summer may choose to gain 70 direct hours and 180 indirect hours and then would need to gain 170 direct hours and 180 indirect hours for their fall internship II.

The students' Graduate Internship I includes the following:

1. A **minimum** of 300 hours is required for internship. Of the minimum 300 hours, at least 120 hours must be direct hours and 180 hours must be indirect hours.
2. A minimum of **one hour per week** of on-site supervision is required from the site supervisor on record each week that the students are present at the site.
3. An average of **one and one-half hours per week of group supervision** with other students in internship is required with university supervisor. Students must attend ***EVERY** group supervision meeting as it is mandatory. **These meetings will take place every week.** This is an interactive, "hands on" class that will require your energy, focus, and respectful participation. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Students will present on cases weekly. Please consider that it is a learning experience for all class members to learn from one another, therefore students are required to give feedback to others. Students are expected to act in the role of a professional consultant at this stage of development in the program. Students will bring a case or even two to each class meeting and be prepared to discuss this case, maintaining client confidentiality. Students will be prepared to participate in group sessions during class meetings. These sessions will be of a personal growth nature. Participation in the group process will be noted on the final grade.
4. Formal evaluations of students' performance will be submitted at mid-term and at the end of the semester by all supervisors (site, university).
5. Students will conduct one 45-minute counseling session with a client for each semester of Practicum and Internship. A pre-conference is required at least 24 hours (or more) before the recorded session is conducted. The instructor will provide feedback to the student using the MSU Skills Rating form rubric (see Appendix). Any skills' strengths and deficits will be

addressed in the post-observation session following the observed session, in addition to the rating form. Students will receive a copy of the rating form. A video of a counseling session is required. For students who are unable to record at their site, the university supervisor (teaching profession) may observe live via telehealth.

- 6. *Please note that meeting the minimal requirements does not guarantee that you will move on to Internship II. Professionalism, dedication, crisis management, ethical behavior, receiving feedback appropriately, and adequate growth as a counselor are extremely important in this class. If you are not ready to move on to Internship II based on skills, site dissatisfaction, or lack of professionalism and interpersonal characteristics, a PICS will be completed. If the skills are addressed and improved by the end of the semester, then the student may move on to Internship II. If the student does not pass the class due to the aforementioned reasons, the student will repeat the course to address deficiencies in performance or interpersonal characteristics.**

VI. COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Tuesday, January 21, 2025 – Sunday, January 26, 2025</p>	<ul style="list-style-type: none"> • Class Introductions, Syllabus Review, and Class Instructions. Sign-ups during Supervision for Group Assignment, Multicultural Assignment, and Ethical Dilemma Assignment. 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • All paperwork must be in before students can gain hours
<p>2. Week of Monday, January 27, 2025 – Sunday, February 2, 2025</p>	<ul style="list-style-type: none"> • Refresher from previous semester. Review, discuss assignments, answer questions. • Review Presentation Assignments • Model Group Counseling Exercise 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment

Class Dates	Class Topics	Assignments/Reading
<p>3. Week of Monday, February 3, 2025 – Sunday, February 9, 2025</p>	<ul style="list-style-type: none"> • Group Counseling Exercise (3 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you did your group this week, turn in your outline to D2L.
<p>4. Week of Monday, February 10, 2025 – Sunday, February 16, 2025</p>	<ul style="list-style-type: none"> • Group Counseling Exercise (3 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you did your group this week, turn in your outline to D2L.
<p>5. Week of Monday, February 17, 2025 – Sunday, February 23, 2025</p>	<ul style="list-style-type: none"> • Group Counseling Exercise (2 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you did your group this week, turn in your outline to D2L.
<p>6. Week of Monday, February 24, 2025 – Sunday, March 2, 2025</p>	<ul style="list-style-type: none"> • Group Counseling Exercise (2 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment

Class Dates	Class Topics	Assignments/Reading
		<ul style="list-style-type: none"> • If you did your group this week, turn in your outline to D2L.
<p>7. Week of Monday, March 3, 2025 – Sunday, March 9, 2025</p>	<ul style="list-style-type: none"> • Multicultural Counseling and Role of Counselor Presentation (3 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you did your presentation this week, turn in your PPT to D2L.
<p>8. Week of Monday, March 10, 2025 – Sunday, March 16, 2025</p> <p>Spring Break!</p>	<p>No discussion boards due, no university supervision this week. In order to gain hours, you must meet with your site supervisor this week.</p>	<p>No discussion boards due, no university supervision this week. In order to gain hours, you must meet with your site supervisor this week.</p>
<p>9. Week of Monday, March 17, 2025 – Sunday, March 23, 2025</p>	<ul style="list-style-type: none"> • Multicultural Counseling and Role of Counselor Presentation (3 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you did your presentation this week, turn in your PPT to D2L.
<p>10. Week of Monday, March 24, 2025 – Sunday, March 30, 2025</p>	<ul style="list-style-type: none"> • Multicultural Counseling and Role of Counselor 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central

Class Dates	Class Topics	Assignments/Reading
	Presentation (2 students)	<ul style="list-style-type: none"> • Do Discussion Board, Post and Comment • If you did your presentation this week, turn in your PPT to D2L.
11. Week of Monday, March 31, 2025 – Sunday, April 6, 2025	<ul style="list-style-type: none"> • Multicultural Counseling and Role of Counselor Presentation (2 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you did your presentation this week, turn in your PPT to D2L.
12. Week of Monday, April 7, 2025 – Sunday, April 13, 2025	<ul style="list-style-type: none"> • Reflection of Counseling Sessions • Recorded Counseling Session Appendix D due by 11:59 pm Sunday! 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • Recorded Counseling Session Appendix D due by 11:59 pm Sunday! • If you did your presentation this week, turn in your PPT to D2L.
13. Week of Monday, April 14, 2025 – Sunday, April 20, 2025	<ul style="list-style-type: none"> • Ethical Dilemma Case Study Presentation (3 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you completed your presentation this week, turn in your PPT to D2L.

Class Dates	Class Topics	Assignments/Reading
<p>14. Week of Monday, April 21, 2025 – Sunday, April 27, 2025</p>	<ul style="list-style-type: none"> • Ethical Dilemma Case Study Presentation (3 students) • Reflection Paper and Evaluation Appendix G 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • Turn in Reflection Paper and Evaluation Appendix G • If you did your presentation this week, turn in your PPT to D2L.
<p>15. Week of Monday, April 28, 2025 – Sunday, May 4, 2025</p>	<ul style="list-style-type: none"> • Ethical Dilemma Case Study Presentation (2 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you completed your presentation this week, turn in your PPT to D2L.
<p>16. Week of Monday, May 5, 2025 – Sunday, May 11, 2025</p>	<ul style="list-style-type: none"> • Ethical Dilemma Case Study Presentation (2 students) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00pm Central • Do Discussion Board, Post and Comment • If you completed your presentation this week, turn in your PPT to D2L.
<p>17. Week of Monday, May 12, 2025 – Friday, May 16, 2025</p>	<ul style="list-style-type: none"> • Reflecting on the Semester and Preparing for Internship II • Turn in Hours to 	<ul style="list-style-type: none"> • Turn in Hours to D2L • Make sure hours are logged and approved in Tk20

Class Dates	Class Topics	Assignments/Reading
Turn in to D2L.	D2L <ul style="list-style-type: none"> • Make sure hours are logged and approved in Tk20 • Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F 	<ul style="list-style-type: none"> • Turn in Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F • No Zoom Class

VII. EVALUATION AND ASSIGNMENTS

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

Discussion Board, and University Supervision: (30 pts.) Every week students will be required to reflect on what they are learning during the semester. They can write about successes, challenges, difficult cases, ethical dilemmas, techniques, theory, or something regarding the 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 on Sunday.** Follow directions to get full points each week. Late work will not be accepted. Zoom Class Supervision Meetings are non-negotiable as they are a CACREP requirement for practicum and internship courses. These video group meetings will be 90 minutes in length. ***If you miss a meeting with your university group supervision or your site supervisor, you cannot count hours for that week.** (See Appendix A for Rubric).

Group Counseling Exercise: (20 pts.) Students will facilitate a 20-minute group during their group university supervision time during the week. **Students will turn in an outline of their group counseling exercise to D2L.** Students will get to choose a topic to cover. Topics could range from psychoeducational, interpersonal process, skill development, cognitive-behavioral, problem solving, or support groups. These groups will not feature fictional personas, and it will be an authentic group with your internship cohort and your group university supervisor. **The group university supervisor will be placing special attention on group ethics so be sure to address ethics within your group** (See Appendix B for Rubric) **3.F.2., 3.F.4., and 3.F.9.**

Multicultural Counseling and Role of Counselor: (20 pts.) **In a 10–15-minute presentation, students will choose a diverse population to explore and create a multicultural counseling PowerPoint presentation.** Students will address multicultural counseling theories, counseling competencies, and crisis services. Students will educate their cohort during group university supervision. Students will create a PowerPoint that the student will share and will discuss their multicultural counseling theories and role of the counselor during the presentation. **Students will address what crisis services might look like for their population of choice.** Students must address the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service, and integrated behavioral health care systems, including

interagency and interorganizational collaboration and consultation. Students will address the different professional counseling credentials available including certification, licensure, and accreditation practices, and standards. Students will highlight how technology has impacted counseling and how it could assist their diverse population of choice. **Students will turn in their PowerPoint to D2L. (See Appendix C for Rubric and Examples) 3.A.2., 3.A.3., 3.A.7., 3.B.1., 3.B.10., 3.C.11., 3.E.1., 3.E.5., and 5.C.8.**

Recorded Counseling Session: (80 pts.) **Students will turn in their packet with their portion filled out and with signatures to D2L and Tk20.** Students will conduct one 45-minute minimum counseling session with a client for each semester of Practicum and Internship. ***Students should aim for 50 minutes to ensure that they turn in a video that is at least 45 minutes.** Students must fill out and sign the clinical video or observation consent form for themselves and their client. This form must be turned in to D2L. Students must fill out the skills evaluation form evaluating themselves. This is a packet and needs to be turned in as a packet. Please fill out digitally aside from the signature. The instructor will provide feedback to the student using the Session Video and Skills Evaluation Form and the grading rubric. Students must schedule a pre-observation and post-observation meeting with their teaching professor before and after their recorded/observed counseling session. Any skills' strengths and deficits will be addressed in individual supervision following the observed session. If local, students can opt to have their teaching professor come in person to observe, however this must align with teaching professor's schedule. A recorded video of the counseling session is another option, as well as a live telehealth observation. If a video is recorded, it can be emailed to the teaching professor via google drive. Your professor will delete the video after it has been graded. Professors ask to see a variety of skills during clinical semesters. For example, if students were observed or recorded doing a group in one semester, the teaching professor may ask to see an individual session instead of another group. **This assignment will be uploaded to Tk20 and D2L (See Appendix D for Rubric). 3.C.12., 3.D.1., 3.E.1., 3.E.6., 3.E.7., 3.E.8., 3.E.9., 3.E.10., 3.E.12., 3.E.15., 3.E.21., 3.G.7., 3.G.11., 5.C.1., 5.C.2., 5.C.4., and 5.C.5.**

Ethical Dilemma Case Study: (20 pts.) Students will choose an ethical dilemma in counseling to resolve; one that is relevant to your unique area of concentration/field of study. **Students will turn in their PowerPoint to D2L.** Students must address pros and cons of utilizing technology in counseling within their presentation (see grading rubric). Students will be expected to acknowledge ethical and culturally relevant strategies when resolving their ethical dilemma and maintaining counseling relationships. Students will address the impact that the ethical dilemma may have on the counseling process. Students will link to community resources that could assist. Students will utilize the American Counseling Association's (2014) *Code of Ethics*, as well as their state specific LPC code of ethics. Students will discuss their ethical dilemma case study during group university supervision. **Students will create a 15-minute PowerPoint that they will screen share as they walk through a discussion of their ethical dilemma (See Appendix E for Rubric and Examples) 3.A.10., 3.A.11., 3.E.5., and 3.E.6.**

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations: (20 pts.) Students are required to complete 300 hours of internship. 120 hours must be direct service hours, and 180 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. Failure to perform satisfactorily throughout the semester, as reflected in the Midterm

Evaluation and Site Supervisor Evaluation, will result in a PICS, and a possible failure of the class. Client welfare is extremely important, so any interpersonal, professional, or skill related issues will be addressed. If they cannot be remediated, the student will be asked to retake the class or may be remediated in an alternative format. Use the logs and cover sheets provided in the practicum manual. Students will receive weekly supervision on-site, and an average of 1.5 hours of group supervision in class. Logs will be turned in at the end of each semester. Please note that students cannot graduate until all hours have been earned, documented, and approved. Failure to complete the required hours will result in having to retake the course. Satisfactory Midterm and Final evaluations are also required. These evaluations will be completed by your site supervisor at midterm and the end of the semester. Students are responsible for making sure evaluations are turned in on time. The instructor will consult with the site supervisor(s) on a consistent basis, to include the counseling student in the consultation whenever possible. Also taken into consideration is the student's conduct at his/her site(s) (i.e., absences, tardiness, professional demeanor and dress, ability and willingness to receive criticism and feedback). **Make sure your Tk20 logs are all approved by both supervisors (site and university), make sure logs are correct. Confirm that your site supervisor has completed their midterm and final evaluations on you. Make sure that you fill out evaluations on your site and university supervisor on Tk20. Make sure that you turn in your hours document to D2L. Keep that document for your records. (See Appendix F). 3.A.12., 3.E.4., 3.E.17., 3.E.20., 5.C.6., 5.C.7., and 5.C.9.**

Reflection Paper and Evaluation: (40 pts.) *Students will turn in their reflection paper and self-evaluation to D2L and Tk20. Students will use the template within D2L to reflect on their semester. Students will introduce the assignment, discuss the counseling relationship, explore personal reactions, discuss rationale, highlight ethics, legality, and crisis issues, reflect on their counseling session, explore multicultural and diversity issues, reflect on counseling skills, develop a professional development plan, and provide a summary of their semester. **This assignment will be uploaded to Tk20 and D2L (See Appendix G). 3.A.11.**

Assignment Breakdown

Assignment	Points
Discussion Board and University Supervision *D2L	30
Group Counseling Exercise *D2L	20
Multicultural Counseling and Role of Counselor *D2L	20
Recorded Counseling Session *D2L and Tk20	80
Ethical Dilemma Case Study *D2L	20
Completion of 300 Hours and Satisfactory Site Supervisor Evaluations *D2L	20
Reflection Paper and Evaluation *D2L and Tk20	40
Total Points	230

Grade Classifications:

- A = 90-100 %
- B = 80-89 %
- C = 70-79 %
- D = 60-69 %

- F = 59 % or Below

VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

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

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

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

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

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

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

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other

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

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

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

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a welcoming and belonging 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](#)

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

X. RESOURCES

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

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

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

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

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

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

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

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National*

Center for Biotechnology Information. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

XI. APPENDICES

Appendix A

Discussion Board and University Supervision (30 Points):

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

Rubric of Discussion Board and University Supervision (Possible 30 Pts.)

Week	Points Earned
Week 1 (2 pts.)	Out of 2 points
Week 2 (2 pts.)	Out of 2 points
Week 3 (2 pts.)	Out of 2 points
Week 4 (2 pts.)	Out of 2 points
Week 5 (2 pts.)	Out of 2 points
Week 6 (2 pts.)	Out of 2 points
Week 7 (2 pts.)	Out of 2 points
Week 8 Spring Break!	Nothing Due
Week 9 (2 pts.)	Out of 2 points
Week 10 (2 pts.)	Out of 2 points
Week 11 (2 pts.)	Out of 2 points
Week 12 (2 pts.)	Out of 2 points
Week 13 (2 pts.)	Out of 2 points
Week 14 (2 pts.)	Out of 2 points
Week 15 (2 pts.)	Out of 2 points
Week 16 (2 pts.)	Out of 2 points
Total Points Earned	Out of 30 points

Appendix B

Group Counseling Exercise (20 Points):

CACREP Standards Addressed:

3.F.2., 3.F.4., and 3.F.9.

Group Counseling Exercise Rubric: (Possible 20 Pts.)

Criterion	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
Introduction <ul style="list-style-type: none"> Introduced the group topic, and theory to be utilized Went over group informed consent Explain limits of group confidentiality 	The introduction was not conducted or was missing key components.	The introduction touched on the group topic, theory, and informed consent but lacked detail or clarity.	The introduction clearly stated the group topic and theory, reviewed informed consent, and explained limits of confidentiality.	The introduction clearly stated the group topic and theory, reviewed informed consent, and explained limits of confidentiality with additional clarity or insight.	The introduction was comprehensive, engaging, and clearly set the stage for the group session, while attending to all key components.
Facilitation Skills <ul style="list-style-type: none"> Able to keep group on task Encourages all members to participate Was able to provide active engagement with the group Used group facilitation skills effectively (active listening, questioning, modeling, linking, on task, participating encouragement). 	Facilitation was not present, or the facilitator hindered the group process.	The facilitator attempted to keep the group on task and encourage participation but was inconsistent or ineffective.	The facilitator kept the group on task, encouraged all members to participate, and demonstrated active engagement. The facilitator used basic facilitation skills such as active listening and questioning.	The facilitator effectively kept the group on task, encouraged all members to participate, actively engaged the group, and skillfully used facilitation techniques such as active listening, questioning, modeling, linking, and encouragement.	The facilitator expertly guided the group, fostered deep engagement, seamlessly applied a wide range of facilitation techniques, and created a very productive group environment

Criterion	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
Intervention or Activity <ul style="list-style-type: none"> • Provided appropriate activity • Stated purpose of activity • Executed activity well 	No activity was provided, or it was entirely inappropriate.	An activity was provided, but its purpose was unclear, and the execution was weak.	An appropriate activity was provided, the purpose was stated, and the activity was executed well.	An appropriate activity was provided, the purpose was clearly articulated, the activity was executed effectively with smooth transitions, and showed a clear understanding of how it relates to the goals of the session.	The chosen activity was highly relevant, creatively implemented, and exceptionally effective in achieving the session's objectives, demonstrating insight into group dynamics.
Wrap up <ul style="list-style-type: none"> • Effective summarization by facilitator. 	The wrap-up was missing, or ineffective.	The wrap-up included a basic summarization but was not very thorough.	The facilitator provided an effective summarization of the group session.	The facilitator provided an effective summarization that highlighted key points, reinforced learning and next steps.	The facilitator provided a comprehensive summarization of the session, including key learnings, actionable insights, and a clear sense of closure, enhancing the overall group experience.
Counselor Identity <ul style="list-style-type: none"> • Maintained professionalism throughout mock group session. 	The facilitator demonstrated unprofessional behavior.	The facilitator maintained basic professionalism, with some minor lapses.	The facilitator maintained professionalism throughout the mock group session.	The facilitator maintained consistent professionalism, demonstrated ethical behavior, and positive engagement with group members	The facilitator acted as a model of professionalism throughout the session, demonstrating exceptional conduct, genuine empathy, and promoting a safe and inclusive environment.

In group counseling, confidentiality means participants agree to keep what is shared in the group private. However, the counselor cannot guarantee complete confidentiality because they cannot control what other group members may disclose outside the session. Counselors will outline this limitation and encourage trust and respect among members to protect everyone's privacy.

Appendix C

Multicultural Counseling and Role of Counselor (20 Points):

CACREP Standards Addressed:

3.A.2., 3.A.3., 3.A.7., 3.B.1., **3.B.10.**, 3.C.11., **3.E.1.**, 3.E.5., and 5.C.8.

Multicultural Counseling and Role of Counselor Rubric: (Possible 20 Pts.)

Criterion	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
Identification of diverse population. <ul style="list-style-type: none"> Identify population. Statistics of why this population is diverse. 	The presentation did not identify a specific population, or the identification was completely unclear.	The presentation did not identify a specific population, or the identification was completely unclear.	The presentation clearly identified a specific population and provided some relevant statistical information to support its diversity.	The presentation clearly identified a specific population, supported by detailed statistical information to explain its diversity.	The presentation demonstrated a nuanced understanding of the chosen population and its diversity, using comprehensive statistical data and insightful analysis to showcase a deep understanding.
Counseling theories and counseling competencies that are effective with your diverse population. <ul style="list-style-type: none"> What theories are effective with your population? 	No counseling theories or competencies were discussed.	The presentation mentioned counseling theories or competencies but lacked depth and relevance to the identified population.	The presentation identified and discussed one or more counseling theories and competencies relevant to the identified population and touched on the role of the counselor.	The presentation thoroughly discussed multiple counseling theories and competencies effectively relating them to the identified population and detailed the role of the counselor with clear examples of application.	The presentation displayed expert knowledge of counseling theories and competencies, illustrating their application with insightful examples, demonstrating a sophisticated understanding of the counselor's role and how they intersect with the diverse population.
Role of the counselor when working with your specific population. <ul style="list-style-type: none"> Professional roles of counselors working with population. Counselor relationship with human services, 	The presentation did not touch on professional roles or collaboration.	The presentation mentioned professional roles and/or collaboration, but it was unclear or superficial.	The presentation described the professional roles of counselors and/or collaboration with human services or integrated behavioral	The presentation clearly outlined the various professional roles of counselors, discussed interagency	The presentation gave a comprehensive overview of the professional roles, with a deep analysis of the benefits of integrated

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Criterion	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
integrated behavioral healthcare systems, interagency or interorganizational collaboration/consultation.			healthcare systems.	collaboration, and explored the value of integrated behavioral healthcare systems with some specific examples.	behavioral healthcare and specific collaborative strategies, highlighting a thorough understanding of interagency dynamics and the benefits of collaboration.
Types of Counselors <ul style="list-style-type: none"> Different counselor credentials available to work with specific population. 	The presentation did not mention counselor credentials.	The presentation mentioned counselor credentials but lacked clarity or detail.	The presentation identified different counselor credentials relevant to the chosen population.	The presentation clearly explained different counselor credentials and how they apply to the specific population and counseling setting.	The presentation demonstrated a sophisticated understanding of a broad array of counselor credentials and licensure and discussed their significance with an insightful analysis of the importance of qualified professionals.
Technology <ul style="list-style-type: none"> How technology impacts counseling and could assist counselors in working with your diverse population of choice. 	The presentation did not discuss technology.	The presentation mentioned technology but lacked clear purpose or relevance to the identified population.	The presentation described how technology could impact counseling and potentially assist counselors with the diverse population.	The presentation explained how technology could impact counseling and provided clear examples of how counselors could effectively use technology with the diverse population.	The presentation offered an innovative approach to the integration of technology in counseling, demonstrating a detailed understanding of its potential to improve service delivery with the specific diverse population.

Appendix D

Recorded Counseling Session: (80 Points)

Turn in to Tk 20 and D2L.

CACREP Standards to be addressed include:

3.C.12., 3.D.1., 3.E.1., 3.E.6., 3.E.7., 3.E.8., 3.E.9., 3.E.10., 3.E.12., 3.E.15., 3.E.21., 3.G.7., 3.G.11., 5.C.1., 5.C.2., 5.C.4., and 5.C.5.

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	# 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		

Grading Rubric for the Session Video

Criteria	Needs Improvement 1	Developing 2	Proficient 3	Accomplished 4	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	Somewhat introduces self. Somewhat provides a clear explanation of counseling theory, client rights, or confidentiality limits. Struggles to obtain explicit	Generally, introduces self. Generally, provides a clear explanation of counseling theory, client rights, or confidentiality limits. Is able to obtain explicit	Thoroughly introduces self. Thoroughly provides a clear explanation of counseling theory, client rights, or confidentiality limits. Obtains explicit consent or	

	consent or ensure client comprehension.	consent or ensure client comprehension.	consent or ensure client comprehension.	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 of client's emotions during the session.	Attempts to demonstrate empathy but lacks depth or understanding.	Shows empathy and understanding of client's emotions throughout the session.	Displays empathic understanding 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	Displays unprofessional behavior or	Shows some aspects of professionalism	Generally, maintains professionalism in	Maintains high level of professionalism	

throughout Session	demeanor during the session.	but may be inconsistent.	interactions and demeanor.	throughout the session.	
Total Points					

Student Self-Evaluation

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

Appendix E

Ethical Dilemma Case Study (20 Points):

CACREP Standards Addressed:

3.A.10., 3.A.11., 3.E.5., and 3.E.6.

Ethical Dilemma Case Study Rubric: (Possible 20 Pts.)

Criterion	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
Telehealth and Using Technology <ul style="list-style-type: none"> Detail ethical and culturally relevant strategies when utilizing technology and maintaining counseling relationships. 	The presentation did not discuss the use of telehealth in counseling.	The presentation mentioned telehealth in counseling but lacked detail or clarity on its impact.	The presentation described how telehealth can impact the counseling process, touching culturally relevant strategies.	The presentation thoroughly detailed how telehealth can impact the counseling process, discussing culturally relevant strategies with clear examples.	The presentation offered a nuanced analysis of telehealth's impact on the counseling process, culturally relevant strategies and providing insightful examples and innovative approaches for its ethical use.
Technology and Counseling Process <ul style="list-style-type: none"> Detail how technology can impact the counseling process, positives and negatives. 	The presentation did not discuss the use of technology in counseling.	The presentation mentioned technology in counseling but lacked detail or clarity on its impact.	The presentation described how technology can impact the counseling process, touching on both positives and negatives.	The presentation thoroughly detailed how technology can impact the counseling process, discussing both the advantages and disadvantages with clear examples.	The presentation offered a nuanced analysis of technology's impact on the counseling process, providing insightful examples and innovative approaches for its ethical use.
Ethical Dilemma Chosen <ul style="list-style-type: none"> Identify Ethical Dilemma Use Codes of ethics to show why it is an ethical dilemma. 	No ethical dilemma was identified in the presentation and did not reference ethical codes.	The presentation identified an ethical dilemma but lacked clarity and relevance to counseling and mentioned ethical codes, but without explaining their relevance.	The presentation clearly identified an ethical dilemma relevant to the counseling field and used ethical codes to explain why the identified situation is an ethical dilemma.	The presentation clearly identified an ethical dilemma and justified its relevance using codes of ethics and effectively used relevant ethical codes to thoroughly explain why the identified situation is an ethical dilemma, with specific	The presentation not only clearly identified an ethical dilemma relevant to counseling but also provided an in-depth analysis of the ethical codes that make it a dilemma and provided a comprehensive analysis of the ethical codes relevant to the chosen dilemma and offered insightful perspectives on their

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Criterion	0 Beginning	1 Basic	2 Proficient	3 Advanced	4 Exceptional
				examples.	practical implications.
Ethical Decision-Making Model <ul style="list-style-type: none"> • Break down the ethical decision-making process identified by code of ethics and describe how you will use this decision-making model moving forward. 	The presentation did not discuss an ethical decision-making model.	The presentation mentioned an ethical decision-making model but without explanation of how it would be used.	The presentation described an ethical decision-making model, as identified by the code of ethics.	The presentation thoroughly described an ethical decision-making model, and explained how it could be used to address the identified dilemma.	The presentation demonstrated a sophisticated understanding of ethical decision-making models, explaining how they could be used, and providing insightful analysis into the process of resolving the identified dilemma.
Solution to Ethical Dilemma <ul style="list-style-type: none"> • Identify how you will address the ethical dilemma. • What interventions will you utilize? • Are there any administrative issues to address? • Are there any theoretical issues to address? • How will you ensure that you remain ethically sound? 	No solution or intervention strategies were provided.	The presentation mentioned a solution or intervention strategies, but without clarity or practicality.	The presentation identified a solution to the ethical dilemma and some interventions.	The presentation described specific interventions, and considered theoretical and administrative issues, relating to how the ethical dilemma will be addressed.	The presentation offered a well-reasoned solution to the ethical dilemma, presented a detailed plan that included practical interventions, addressing administrative and theoretical issues, and thoroughly demonstrating how to remain ethically sound.

Appendix F

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (20 Points):

Make sure your Tk20 logs are all approved by both supervisors (site and university), make sure logs are correct. Confirm that your site supervisor has completed their midterm and final evaluations on you. Make sure that you fill out evaluations on your site and university supervisor on Tk20. Make sure that you turn in your hours document to D2L. Keep that document for your records.

CACREP Standards Addressed:

3.A.12., 3.E.4., 3.E.17., 3.E.20., 5.C.6., 5.C.7., and 5.C.9.

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations: (Possible 20 Pts.)

If any of the items are not completed during the semester, the student cannot pass the class.

Criterion	Fail 0 Points	Pass 4 points
Completed at least 120 direct hours	Not Completed	Completed
Completed at least 180 indirect hours	Not Completed	Completed
Completed Site and University Supervision	Not Completed	Completed
Student's Supervisors (site and university) evaluations are completed midterm and final.	Not Completed	Completed
Student maintained appropriate codes of ethics and professionalism within the class and on site.	Not Completed	Completed

Appendix G

Reflection Paper and Evaluation: (40 Points)

Turn in to TK 20 and D2L.

CACREP Standards Addressed:

3.A.11.

Student Evaluation on Themselves

Date:

Student Counselor:

Teaching Professor:

Level of Clinical Training:

- **Practicum**
- **Internship I**
- **Internship II**

Rating Scale

- **1=Outstanding:** Strong mastery of skills and thorough understanding of concepts
- **.75=Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- **.5=Developing:** Minor conceptual and skill errors; in process of developing
- **.25=Deficits:** Significant remediation needed; deficits in knowledge/skills
- **NA=Not Applicable:** Unable to measure with given data (do not use to indicate deficit)

Student Self-Evaluation Rubric

Criterion	1 Deficits	2 Developing	3 Mastered Basic Skills	4 Outstanding
Counseling Relationship	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant diversity issues. Weakness of relationship makes progress unlikely.	Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including culture, age, SES, education, etc.	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.
Attention to Client Needs and Diversity	Significant problems attending to client needs and/or diversity	Minor problems attending to client	Able to match treatment to client needs; adapts treatment to one or more	Thoughtful matching of treatment to client needs; thoughtful ability to adapt

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Criterion	1 Deficits	2 Developing	3 Mastered Basic Skills	4 Outstanding
	issues; counseling progress not likely due to problems in these areas.	needs and/or diversity issues.	areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	treatment to most areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.
Explain Practice Policies	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.	Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies.	Explains basic practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to build basic rapport; understands major practice policies.	Skillful explanation of practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to establish working relationship; good use of self; clearly understands practice policies.
Consent to Treatment	Significant problems with obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed.	Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information.	Explains basic counseling process in words client can understand in order to obtain consent to treat.	Skillful job explaining counseling process in words client can understand in order to obtain consent to treat; uses opportunity to enhance counseling relationship.
Client Assessment	Significant problems with assessment of client and system, missing one or more areas: biopsychosocial history, mental health history, family history; ignores developmental level; obtains only one view of problem.	Minor problems with assessment of client and system, missing 1-2 areas: biopsychosocial history, mental health history, family history; does not adapt to development level; obtains problem description only from certain parties.	Clear assessment of client and system, including biopsychosocial history, mental health history, family history; adapts to development level; obtains problem description from each involved party in room.	Thoughtful assessment of client and system, including biopsychosocial history, mental health history, family history; thoughtful adaptation to development level; obtains problem description from each involved party.
Content VS Process	Mistakes content for significant process issue. Unable to track process and session loses impact due to focus on content.	Sidetracked one or more times with content but at some point, able to return focus to process	Able to distinguish content from process; able to track process while attending to content; does not begin to intervene on content when it is a process issue.	Thoughtful ability to distinguish content from process; able to track process while attending to content and developing at least one intervention that attends to process.
Time Management	Significant problems with time management; session more than 5 minutes over; feels rushed.	Minor problems with timing management; no more than 5 minutes over; may have minor feeling of rush.	Good use of time management from beginning to end of session; ends on time.	Outstanding use of time management from beginning to end of session; no sense of rush.

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Criterion	1 Deficits	2 Developing	3 Mastered Basic Skills	4 Outstanding
Psychoeducation and Recovery Services	Significant problems with delivering psychoeducation and recovery information; does not provide any information or provides incorrect information.	Minor problems with delivering psychoeducation and recovery information and/or insufficient information imparted.	Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of recovery services.	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of recovery services.
Participation in Class Discussions	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.
Writing Ability and APA	Shows no knowledge of APA formatting	Student jumps around in formatting and content	Cohesive paper in mostly APA formatting	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.

Faculty Evaluation on Students

Date:

Counselor:

Evaluator/Instructor:

Level of Clinical Training:

- **Practicum**
- **Internship I**
- **Internship II**

Rating Scale

- **1=Outstanding:** Strong mastery of skills and thorough understanding of concepts
- **.75=Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- **.5=Developing:** Minor conceptual and skill errors; in process of developing
- **.25=Deficits:** Significant remediation needed; deficits in knowledge/skills
- **NA=Not Applicable:** Unable to measure with given data (do not use to indicate deficit)

Criterion	1 Deficits	2 Developing	3 Mastered Basic Skills	4 Outstanding
Evaluation of Counseling Relationship and Role	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals.	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.
Evaluation of Personal Reactions	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.
Evaluation of Legal & Ethical Issues	Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.	Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.	Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions.	Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions.

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Criterion	1 Deficits	2 Developing	3 Mastered Basic Skills	4 Outstanding
Evaluation of Socio-cultural and Equity Issues	One or more significant issues not addressed.	Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy.	Clear understanding of diversity and equity and advocacy issues.	Thoughtful understanding of diversity, equity and advocacy issues. Includes some proposed advocacy effort.
Evaluation of Clinical Skill	Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues.	Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating.	Clear insight into major strengths, weaknesses, effectiveness in session.	Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating.
Plan and Priorities	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and counseling process.	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process.	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process.	Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process.
Quality of Writing	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.
Participation in Class Discussions	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.
Professional Identity	Limited ability to process professional identity, boundary issues, or self-awareness issues present.	Minor problems navigating professional identity, boundaries, and the self.	Demonstrates basic understanding of self within professional identity and the complexities of boundaries.	Demonstrates vast understanding of self within professional identity and the complexities of boundaries.
APA Format	Significant problem following APA style; numerous problems in several areas.	Numerous APA errors that are distracting; numerous inconsistencies.	Few and minor APA errors; overall, follows general format.	No more than one or two minor APA errors; overall, follows general format.

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