



## **COUN 5283 –Advanced Skills**

Midwestern State University  
Gordon T. & Ellen West College of Education  
Semester Credits: 3

### **Contact Information**

Professor: Dr. Krystal Humphreys, Ph.D., LPC Supervisor

Semester: Summer 2025

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Office Hours:

Mandatory Class: Every Monday – 5:00pm- 6:00 pm CT

### **In this Syllabi you will find:**

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

### **Instructor Response Policy:**

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

**\*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.

## **COURSE DESCRIPTION**

Competency-based course with experience emphasis. The student is required to demonstrate proficiency in counseling concepts and techniques before proceeding to COUN 5293. May require to repeat as needed.

### **Prerequisites:**

Must have completed 24 hours, including COUN 5203, COUN 5243, COUN 5263, COUN 5273, COUN 5303, COUN 5363, and COUN 6013.

## **COURSE RATIONALE**

Each student will integrate and apply the knowledge and techniques learned from previous counseling coursework to identify one's guiding theory of counseling and begin applying it in the process of counseling a peer, thereby ensuring both competence and facilitating maximal performance in Practicum.

## **REQUIRED TEXTBOOK**

Erford, B. T. (2020). *45 techniques every counselor should know*. Hoboken: Pearson Education.

Ivey, A., Ivey, M., & Zalaquett, C. (2023). *Intentional Interviewing and counseling* (10<sup>th</sup> ed.). Boston, MA: Cengage.

## **COURSE OBJECTIVES**

### **Knowledge and Skill Learning Outcomes: CACREP Standards**

Upon successful completion of this course, students will learn:

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.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: 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: E.1 theories and models of counseling, including relevance to clients from diverse cultural backgrounds

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 KPI

Section 3:E.10 counseling strategies and techniques used to facilitate the client change process

Section 3: E.11 strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences

Section 3: E.13 developmentally relevant and culturally sustaining counseling treatment or intervention plans

Section 3: E.15 evidence-based counseling strategies and techniques for prevention and intervention

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. 21 processes for developing a personal model of counseling grounded in theory and research

Section 5: C.4 intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Section 5: C.5 techniques and interventions for prevention and treatment of a broad range of mental health issues

Section 5: C.8 strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

## **Learning Objectives**

1. Students will demonstrate essential interviewing, counseling, and case conceptualization skills through role play.
2. Students will demonstrate use of their chosen theory and techniques through counseling role play.
3. Students will demonstrate ethical decision making and multicultural competence through in- class discussion, activities and role-play.
4. Students will demonstrate an understanding of risk assessment, child protection reporting and emergency management through in-class role play and discussion.
5. Students will learn strategies for personal and professional self-evaluation and implications for practice.

## **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 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 in 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%** per day. **Late papers are not accepted after 1 week.** Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly

## SEMESTER COURSE OUTLINE

| Week   | Class Topics  | Assignments/Reading   |
|--|---|---|
| <b>Week 1</b><br><br>CACREP Section 3: A. 3, 10,11 | <ul style="list-style-type: none"><li>• Class Introductions</li><li>• Review your Syllabus</li><li>• Class instructions on the discussion board.</li><li>• Listening/Attending/Empathy/Observation Skills</li><li>• Summary</li><li>• Paraphrase</li><li>• Clarifying Statement</li></ul> | <ul style="list-style-type: none"><li>• Read Ivey: Ch. 1-3</li><li>• Read Erford Section 1-2</li><li>• Discussion Board Post and reply by Sunday at 11:59 PM.</li><li>• Group Meetings Begin!</li></ul> |

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|---|--|--|
| <p><b>Week 2</b></p> <p>CACREP 3. E.9</p>             | <ul style="list-style-type: none"> <li>• How to give peers feedback (feedback training).</li> <li>• Erford Section Three</li> <li>• Work on assignments.</li> <li>• Reflection of Feeling</li> </ul> | <ul style="list-style-type: none"> <li>• Read Ivey Ch. 3-5</li> <li>• Read Erford Section 3</li> <li>• Discussion Board Post, and reply</li> </ul>   |
| <p><b>Week 3</b></p> <p>CACREP 3. E.8</p>             | <ul style="list-style-type: none"> <li>• Erford Section 4</li> <li>• Work on Assignments</li> </ul>  | <ul style="list-style-type: none"> <li>• Read Ivey Ch. 6-8</li> <li>• Read Erford Section 4</li> <li>• Discussion Board (<b>mini-video</b>) Post video by Wednesday 11:59 and Reply to 1 Peer (pick one that hasn't received feedback) by Sunday.</li> </ul> |
| <p><b>Week 4</b></p> <p>CACREP 3.E.11,13,15,17,21</p> | <ul style="list-style-type: none"> <li>• Erford Section 5</li> <li>• Word on Assignments</li> <li>• Reflection of Meaning/Interpretation</li> <li>• 1 Theoretical Technique</li> </ul>               | <ul style="list-style-type: none"> <li>• Ready Ivey Ch. 7-9</li> <li>• Read Erford 5-6</li> <li>• Discussion Board Post, and Reply by Sunday</li> <li>• <b>Theories and Techniques Paper</b> KPI Appendix C to Tk20 and D2L</li> </ul>                       |
| <p><b>Week 5</b></p> <p>CACREP 5. C.5, 8</p>          | <ul style="list-style-type: none"> <li>• Observation and Reflection Feelings: Empathetic Understanding</li> <li>• Erford section 6</li> <li>• Work on assignments</li> </ul>                         | <ul style="list-style-type: none"> <li>• Read/Review Ivey Ch. 10-11</li> <li>• Read Erford 7</li> <li>• Discussion Board: <b>Mini Video</b>; Video submission due Wednesday; feedback due Sunday</li> </ul>  |

|  |   |   |
|--|---|---|
| <p><b>Week 6</b></p> <p>CACREP 3. A.3, 10,11, C. 12, E.1 KPI</p> | <ul style="list-style-type: none"> <li>• The Five Stage Interview: Integrating Skills for Creative Change</li> <li>• Erford Section Seven and Eight pages 181-214.</li> <li>• Focusing</li> <li>• Confrontation- Confronting Incongruency</li> <li>• 1 Theoretical Technique</li> </ul> | <ul style="list-style-type: none"> <li>• Ready Ivey Ch. 12-13</li> <li>• Read Erford 8-9</li> <li>• <b>Mini Video</b>, you still have class this week.</li> </ul>   |
| <p><b>Week 7</b></p> <p>CACREP 3.E.1,4, 5,6,7</p>                | <ul style="list-style-type: none"> <li>• Focusing the Counseling Session</li> <li>• Erford Section 9</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Ivey Ch. 14</li> <li>• Read Erford 10</li> <li>• Discussion Board</li> <li>• <b>Counseling Session Video and Skills Self-Evaluation</b> Form d2l &amp; tk20</li> <li>• <b>Recorded Session Transcript</b> Due in D2L</li> </ul> |
| <p><b>Week 8</b></p> <p>CACREP 3.C. 9, 3.E.10 KPI</p>            | <ul style="list-style-type: none"> <li>• Integrating Theoretical Techniques</li> <li>• How to complete your transcript</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Ivey Appendix I-IV</li> <li>• Read Erford 11</li> <li>• Discussion Board</li> <li>• <b>Reflection Paper</b> turn into TK 20.</li> </ul>   |
| <p><b>Week 9</b></p> <p>CACREP 5: C.4,5,8</p>                    | <ul style="list-style-type: none"> <li>• Integrating Theoretical Techniques</li> <li>• Section 10</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Post Conferences</b> Monday.</li> <li>• Discussion Board</li> </ul>   |

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|---|---|--|
| <b>Week 10</b><br>CACREP 3. A.3, 10,11, C. 12, E.1<br>CACREP 3.C. 9, 3.E.10 KPI | <ul style="list-style-type: none"> <li>Integrating Skills and Theory</li> </ul> | <ul style="list-style-type: none"> <li>Discussion Board Post</li> <li>Wrap Up</li> </ul> |
|---|---|--|

## EVALUATION AND ASSIGNMENTS

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



**Mandatory Class Attendance: (30 pts).** **Weekly attendance for this class is mandatory, no exceptions.** This class works on the verbal and non-verbal skills that you will use with your clients. In the event of an emergency, you must contact your instructor prior to class to make arrangements. *Individual circumstances will be assessed by the instructor to determine if the event is an emergency.* Points will be deducted from your grade if prior arrangements are not made. A make-up assignment is required if you miss a class for emergencies purposes. You will be required to film yourself via zoom or other means and send it via email to your faculty. The video should consist of the following discussion:

1. Discuss **each skill** that was discussed in the missed class period. You should talk about (1) when you would use it with the client (2) the purpose of the skill (3) and give 3 examples of each skill and what it would sound like in a session with a client. For example: A reflection of feeling may sound like- “I can see how frustrated you are about....”

**Online Assignments and Comments: (20 pts.)** Students are required to answer questions or complete assignments (video upload) regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. **The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week except for the last week.** Follow directions to get full points each week. Late work will not be accepted

**Theories and Techniques Paper: (16 pts.)** A guide is provided in the course shell. Students will write demonstrate the knowledge gained from the textbook, other textbooks, and academic articles throughout the course. Students must use the foundational theory they will utilize during their recorded mock counseling session. Students must appropriately describe the role of the counselor, the importance of self-awareness, and how to manage themselves within the counseling role. Students must also demonstrate knowledge of how to appropriately observe and assess the client and how to appropriate choose empirical evidence-based techniques. Students must understand the stages of the counseling process based on their theory of choice. Students must demonstrate an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals. *Papers must be in APA style and include a minimum of 5 peer-reviewed references.*

**This assignment will be uploaded to Tk20 and D2L. KPI**

**Session Video and Skills Evaluation Form: (20 pts.)** Students please review the counseling session outline. Students will record themselves via zoom doing a **20-minute** counseling session with a peer from class. Students must fill out and sign the clinical video or observation consent form for themselves and their mock client. This is to get into the habit of doing it for practicum

**Recorded Transcript Assignment: (24 pts)** Students will transcribe 7-10 minutes of their counseling video and follow the form provided in the course shell. Students will correct their transcript to show the use of higher order microskills and techniques.

**Reflection Paper: (20 pts)** Students will reflect on their work during the semester, including their growth as a counselor. Students will use the guide provided in the course shell and answer all required questions.

#### Assignment Breakdown

| Assignment   | Points     |
|--|------------|
| 1. Online Assignments and Comments                               | 20         |
| <b>2. Mandatory Class Attendance</b>                             | 30         |
| 3. Theories and Techniques Paper <b>TK 20 and D2L</b>            | 16         |
| 4. Session Video and Skills Evaluation Form <b>TK 20 and D2L</b> | 20         |
| 5. Recorded Session Transcript <b>D2L</b>                        | 24         |
| 6. Reflection Paper and Evaluation <b>TK 20 and D2L</b>          | 20         |
| <b>Total Points</b>  | <b>130</b> |

#### Grade Classifications:

- A = 118-130
- B = 105-117
- C = 92-104
- D = 80-92
- F = 79-Below

## **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.

## 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 in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Change of Schedule:

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

#### Refund and Repayment Policy:

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists 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.



## 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/>

## APPENDENCIES

### Appendix A

**Theories and Techniques Paper: (16 pts.) Turn in to D2L and Tk20.**

**CACREP Standards Addressed:**

**KPI: 2.5a, 2.5g, 2.5j, and 5C.1b.**

### **Grading Rubric for Theories and Technique Paper (Possible 16 pts.)**

| Criteria   | 1<br>Improvement<br>Needed   | 2<br>Developing  | 3<br>Proficient   | 4<br>Accomplished   | Pts |
|--|--|--|---|---|-----|
| Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role.<br><br><b>5C.1.b</b> | Student inaccurately describes the importance of self-awareness or demonstrates boundary violations in depiction of the counseling role. | Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role, but lacks detail or ways to maintain self-awareness. | Appropriately describes an ethical, self-aware approach to counseling that is ethical and multicultural in nature. Student describes multiple ways to maintain self-awareness in the counseling role. | Student demonstrates an exceptional understanding of self-awareness by stating a variety of ways to maintain self-awareness, how a lack of self-awareness can hurt the counseling relationship, and demonstrates commitment to a professional, ethical, multicultural approach. |     |
| Demonstrates knowledge of how to appropriately observe and assess the client and understands how to appropriately choose                             | Student did not give Does not demonstrate knowledge of how to appropriately observe and assess   | Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of appropriately choosing  | Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of  | Describes thorough and specific ways of appropriately observing and assessing the client and understands the importance of choosing empirically   |     |



|  |   |   |  |   |  |
|--|---|---|--|---|--|
| empirically supported techniques.<br><br><b>2.5.j</b>  | the client or the importance of choosing empirically supported techniques. any feedback to peers.   | empirically supported techniques, but parts are missing or incomplete.  | appropriately choosing empirically supported techniques.   | supported techniques, providing examples of techniques that they would choose using their theory.   |  |
| Student clearly understands the stages of the counseling process based on their theory of choice.<br><br><b>2.5.a</b>  | Student is missing major stages of the counseling process based on their theory of choice or does not understand steps in their theory of choice.             | Student is missing some stages of the counseling process based on their theory of choice.   | Student clearly describes the stages of the counseling process based on their theory of choice.  | Student clearly describes the stages of the counseling process based on their theory of choice and integrates intake assessment procedures, assessment, case conceptualization, and empirically supported techniques. |  |
| Student demonstrates an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals.<br><br><b>2.5.g</b> | The student does not have an adequate understanding of appropriate intake process, assessment, or case-conceptualization to help the client accomplish goals. | The student describes appropriate intake processes, and has a clear understanding of client conceptualization, but parts are missing or inadequate to help clients create and accomplish goals. | The student demonstrates an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals. | The student demonstrates a detailed and accurate understanding of case conceptualization and how to assess and work with the client to create and accomplish goals.   |  |
|  |   |   |  |   |  |

|                               |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|
| <b>Total points out of 16</b> |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|

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

**Please use forms located within the D2L shell.**

## Recorded Counseling Session Packet

Faculty Evaluation of Student

Counselor Name:  
University Supervisor Name:

Date:  
Start Time:  
End Time:

|   | <b>Counseling Skills</b>                         | <b># of Times Demonstrated</b> | <b>Comments</b> |
|---|--|--------------------------------|-----------------|
| 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                       |                                |                 |
|    | <b>Theory</b>  | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 22 | Assessment Using Theory  |                                |                 |

|    |  |                                |                 |
|----|--|--------------------------------|-----------------|
| 23 | Uses 2 Theoretically Based Techniques                        |                                |                 |
| 24 | What theory was used and how did it help manage the session? |                                |                 |
|    | <b>Inappropriate Items</b>                                   | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 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  |                                |                 |
|    | <b>Supervision</b>   | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 41 | Open, positive discussion                                    |                                |                 |
| 42 | Emotionality in supervision                                  |                                |                 |
| 43 | Receptivity to feedback                                      |                                |                 |
| 44 | Participation in supervision (bring content)                 |                                |                 |
| 45 | Submission of all materials                                  |                                |                 |
| 46 | Adheres to procedure and takes initiative                    |                                |                 |
| 47 | Fulfillment of supervision tasks                             |                                |                 |

Session Summary:

## Grading Rubric for the Session Video

| Criteria   | Needs Improvement<br>1   | Developing<br>2  | Proficient<br>3  | Accomplished<br>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 consent or ensure client comprehension. | Somewhat introduces self. Somewhat provides a clear explanation of counseling theory, client rights, or confidentiality limits. Struggles to obtain explicit consent or ensure client comprehension. | Generally, introduces self. Generally, provides a clear explanation of counseling theory, client rights, or confidentiality limits. Is able to obtain explicit consent or ensure client comprehension. | Thoroughly introduces self. Thoroughly provides a clear explanation of counseling theory, client rights, or confidentiality limits. Obtains explicit consent or ensure client comprehension. |        |
| <b>Establishes Rapport with the Client.</b>                            | 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.   |        |
| <b>Clinically Explores problem(s)</b>                                  | 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.  |        |
| <b>Attends to Basic Needs of the Client</b>                            | 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.   |        |
| <b>Congruent Verbal and Nonverbal behavior</b>                         | 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.   |        |
| <b>Uses Active Listening</b>   | 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.  |        |
| <b>Closed Ended Questions</b>  | Frequently uses closed-ended questions.  | Uses a moderate amount of closed-ended questions.  | Sometimes uses closed-ended questions.   | Rarely uses closed-ended questions.  |        |
| <b>Open-Ended Questions</b>  | 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.                   |  |
| <b>Uses two (2) Well-Developed Theoretically-Based Techniques</b>           | 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. |  |
| <b>Has Empathic Attunement</b>  | 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          |  |
| <b>Has Positive Body Language and Posture</b>                               | 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.                                     |  |
| <b>Confronts the Client When Needed</b>                                     | 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.                 |  |
| <b>Uses Self-Disclosure Appropriately</b>                                   | 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            |  |
| <b>Uses Evidenced Based Theory throughout the Session</b>                   | 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.  |  |
| <b>Times using Interventions Appropriately</b>                              | 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.                 |  |
| <b>Shows Counselor Confidence</b>   | 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.                 |  |
| <b>Adheres to Multicultural Competencies and Ethical</b>                    | Lacks awareness or adherence to multicultural competencies and ethical standards.   | Shows some awareness of multicultural issues but may not consistently                      | Demonstrates awareness of multicultural issues and ethical standards.          | Adheres to multicultural competencies and ethical standards consistently.                      |  |

|   |  |  |   |  |  |
|---|--|--|---|--|--|
| <b>and Legal Standards</b>                          |  | adhere to standards.   |   |  |  |
| <b>Summarizes Session Before Wrapping Up</b>        | 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. |  |
| <b>Maintains Professionalism throughout Session</b> | Displays unprofessional behavior or demeanor during the session.       | Shows some aspects of professionalism but may be inconsistent.           | Generally, maintains professionalism in interactions and demeanor.      | Maintains high level of professionalism throughout the session.                  |  |
| <b>Total Points</b>                                 |  |  |   |  |  |

## Student Self-Evaluation

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

|    | <b>Counseling Skills</b>                         | <b># of Times Demonstrated</b> | <b>Comments</b> |
|----|--|--------------------------------|-----------------|
| 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                       |                                |                 |
|    | <b>Theory</b>  | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 22 | Assessment Using Theory  |                                |                 |
| 23 | Uses 2 Theoretically Based Techniques                            |                                |                 |
| 24 | What theory was used and how did it help manage the session?     |                                |                 |
|    | <b>Inappropriate Items</b>                                       | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 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                                |                                |                 |
|    | <b>Supervision</b>                                   | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 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                     |                                |                 |

### Recorded Session Transcript Grading Rubric (Possible 24 pts.)

| <b>Criteria</b>  | <b>1 Improvement Needed</b>   | <b>2 Developing</b>   | <b>3 Proficient</b>   | <b>4 Accomplished</b>   | <b>Pts</b> |
|--|---|---|---|---|------------|
| <b>Student provided transcript for the their session.</b>            | Student provided an incomplete transcript.                                  | Student provided a transcript with major errors.                            | Student provided a transcript with minor errors.                            | Student provided a transcript with no errors.   |            |
| <b>Student provided counselor, client, and skill identification.</b> | Student provided one of the three necessary (counselor, client, and skill). | Student provided two of the three necessary (counselor, client, and skill). | Student provided all of the three necessary (counselor, client, and skill). | Student provided all of the three necessary (counselor, client and skill), with minor errors of template usage. |            |

|   |  |  |   |  |  |
|---|--|--|---|--|--|
| <b>Student showed insight into skill Identification</b><br>by correcting skills into higher order skills. | Student only identified some skill identifications.                      | Student identified all skills identifications with major errors.       | Student identified all skills identifications with moderate errors. | Student identified all skills identifications with minor errors. |  |
| <b>Student identified theory and technique utilized.</b>  | Student identified theory or technique, but not both, and was incorrect. | Student identified theory or technique, but not both, and was correct. | Student identified theory and technique, but was incorrect.         | Student identified theory and technique, and was correct.        |  |
| <b>Student followed the Example provided</b>  | Student did not follow the template.                                     | Student had major errors throughout assignment.                        | Student had moderate errors throughout the assignment.              | Student had minor errors throughout the assignment.              |  |
| <b>Total points out of 24</b>   |  |  |   |  |  |

## Appendix f

Reflection Paper and Evaluation (10 pts.) Turn in to TK 20 and D2L.

| Criterion                | 1<br>Outstanding          | .75<br>Mastered Basic Skills   | .50<br>Developing              | .25<br>Deficits           | NA | Points<br>Awarded |
|--------------------------|---------------------------|--------------------------------|--------------------------------|---------------------------|----|-------------------|
| Evaluation of Counseling | Outstanding evaluation of | Clear evaluation of counseling | Minor problems with evaluation | Significant problems with |    |                   |

|   |  |   |  |   |  |  |
|---|--|---|--|---|--|--|
| <b>Relationship and Role</b>                          | counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.  | relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals..   | of relationship, client responsiveness ; misses minor issues.  | evaluation of relationship, client responsiveness ; misses critical issues.   |  |  |
| <b>Evaluation of Personal Reactions</b>               | Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.   | Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.   | Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context. | Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context. |  |  |
| <b>Evaluation of Legal &amp; Ethical Issues</b>       | Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions. | Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions. | Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.                            | Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.                                      |  |  |
| <b>Evaluation of Socio-cultural and Equity Issues</b> | Thoughtful understanding of diversity, equity and advocacy issues. Includes some proposed advocacy effort.   | Clear understanding of diversity and equity and advocacy issues.  | Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy.   | One or more significant issues not addressed.   |  |  |

|                                     |   |   |  |  |  |  |
|-------------------------------------|---|---|--|--|--|--|
| <b>Evaluation of Clinical Skill</b> | Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating.                                    | Clear insight into major strengths, weaknesses, effectiveness in session.   | Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating. | Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues.           |  |  |
| <b>Plan and Priorities</b>          | Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process. | Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process. | Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process.  | Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and |  |  |

|                           |   |  |   |  |  |  |
|---------------------------|---|--|---|--|--|--|
|                           |   |  |   | counseling process.  |  |  |
| <b>Quality of Writing</b> | Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors. | Clear, concise professional writing; maintains professional voice; minor and few grammatical errors. | Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice. | Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors. |  |  |
| <b>APA Format</b>         | No more than one or two minor APA errors; overall, follows general format.  | Few and minor APA errors; overall, follows general format.   | Numerous APA errors that are distracting; numerous inconsistencies.                                     | Significant problem following APA style; numerous problems in several areas.   |  |  |
| <b>Total Out of 20</b>    |   |  |   |  |  |  |

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