



**Midwestern State University  
Gordon T. & Ellen West College of Education  
COUN 6043 Graduate Internship I  
Semester Credits: 3**

**Instructor/Contact Information:**

Name: **Krystal Humphreys, Ph.D., LPC, LPC-S**

E-mail: [krystal.humphreys@msutexas.edu](mailto:krystal.humphreys@msutexas.edu)

Office Phone:

Office: Room 117 (Flower Mound)

Office Hours: ***Mondays*** 8:00 am – 11:00 pm; ***Tuesdays*** 8-9, and  
***Wednesdays*** 8-9

**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:**

***\*Please log on frequently to D2L to check your email, as I will communicate and give updates via email.*** When I send out a group email, please respond to confirm receipt to prevent a lag in communication. I will check my email regularly during the week, and you can expect a response from me within the next 12 hours (but most likely sooner). Please email me with questions before assignments are due, do not wait until the last minute. If you need to discuss any assignments, we can schedule a meeting during my office hours via Zoom or phone. **I do not answer emails from Friday late afternoon, until Monday, or holidays.**

**\*Note: 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.**

**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

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](#).

### 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

### Required Textbook

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed., TR)* DSM-5 TR

### Liability Insurance

Students must retain their liability insurance before the start of the semester. Students may use organizations like HPSO or CPH, which offer student discounts. 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.

### Suggested Resources

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Corey, G. (2024). *Theory and Practice of Counseling and Psychotherapy 11th ed.* Boston, MA. Cengage.

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

Upon successful completion of this course, students will learn:

#### CACREP Standards Common Core Area Standards Addressed in this Course:

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.8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and 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.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.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 3: B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients

Section 3: J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

Section 3: K Internship students complete at least 240 clock hours of direct service.

Section 3: L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor.

Section 3: M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

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 management

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

### Learning Objectives

- Students will demonstrate the characteristics and skills of an effective counselor with clients in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.
- Students will provide ethical, multicultural counseling services to clients at the internship site.
- 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.
- Students will develop a personal model of counseling which includes a theoretical orientation, and advanced techniques for change.
- Students will demonstrate effective management of crisis and emergency management as well as agency and community-wide management of crisis and emergency situations.

### 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.

#### Course Climate:

This course is structured to foster a respectful and supportive learning environment. Instructional materials and activities are designed to address varied learning needs and promote meaningful engagement. Students' experiences, perspectives, and professional goals are considered valuable contributions to the learning process. Ongoing feedback regarding ways to enhance the course and student learning is encouraged.

#### 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.

#### Student Handbook

Refer to: [Student Handbook](#)

#### Academic Misconduct Policy & Procedures:

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

#### 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/nonprint 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 ensure 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 Disability Support Services is located at:

Student Wellness Center

Phone: 940-397-4140

Email: [disabilityservices@msutexas.edu](mailto:disabilityservices@msutexas.edu)

Website: [DSS Webpage](#)

#### Attendance:

Attendance in this course includes active online participation. For each discussion, you are expected to post a thorough response that fully addresses every part of the prompt. You must also respond to at least one classmate with a complete paragraph that adds substance to the conversation (e.g., clarification, application, or a thoughtful question). When course materials or professional sources are used, include appropriate **in-text citations** and a **reference list** in APA 7 format.

#### Late Work:

All papers and assignments must be turned in on 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 3-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 professionally supervised setting. A minimum of 300 hours is required for graduate internship I. **To meet the 300 hours of field experience requirement, summer students must gain a minimum of four (12) direct hours a week, and six (18) indirect hours a week on site for a 10-week semester. For fall/spring semesters, students must gain a minimum of eight (8) direct hours per week, and twelve (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.

The student's Graduate Internship I includes the following:

- A **minimum** of 300 hours is required for practicum. Of the minimum 300 hours, at least 120 hours must be direct hours, and 180 hours must be indirect hours.
- A minimum of **one hour per week** of on-site supervision from the site supervisor is required on record each week that the students are present at the site.
- An average of **one and a half hours per week of group supervision** with other students in an internship with a university supervisor. Students must attend **\*EVERY** group supervision meeting as they are 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.
- Formal evaluations of students' performance will be submitted at mid-term and at the end of the semester by all supervisors (Site, University).
- Students will conduct **\*minimum** of 45-minute counseling session with a client for each semester of the Practicum and Internship. 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 videotape at their site, the university supervisor (teaching professional) may video into the session to observe.

**\*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**



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Internship II due to skills, site dissatisfaction, or a lack of professionalism and interpersonal characteristics, a PICS will be completed. If the skills are addressed 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 a PICS will be completed. If the skills are addressed 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 characteristic



| <b>Class Dates</b>                                                        | <b>Class Topics</b>                                                                         | <b>Assignments/Reading</b>                                                                                               |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>1. Week of Tuesday, January 20, 2026</b><br><br><b>1/19/26-MLK Day</b> | Class Introductions, Syllabus Review, and Class Instructions.<br>Sign-ups for presentations | <b>Do Discussion Board, Post and Comment</b><br><br><b>All paperwork must be in before students can gain hours</b>       |
| <b>2. Week of Monday, January 26, 2026</b>                                | Review treatment plans and progress notes                                                   | <b>Do Discussion Board, Post and Comment</b>                                                                             |
| <b>3. Week of Monday, February 2, 2026</b>                                | Class Presentation                                                                          | <b>Do Discussion Board, Post and Comment</b><br><br><b>If you did your group this week, turn in your outline to D2L.</b> |
| <b>4. Week of Monday, February 9, 2026</b>                                | Class Presentations                                                                         | <b>Do Discussion Board, Post and Comment</b><br><br><b>If you did your group this week, turn in your outline to D2L.</b> |
| <b>5. Week of Monday, February 16, 2026</b>                               | Class Presentations                                                                         | <b>Do Discussion Board, Post and Comment</b><br><br><b>If you did your group this week, turn in your outline</b>         |
| <b>6. Week of Monday, February 23, 2026</b>                               | Class Presentations                                                                         | <b>Do Discussion Board, Post and Comment</b><br><br><b>If you did your group this week, turn in your outline</b>         |
| <b>7. Week of Monday, March 2, 2026</b>                                   | Higher ordered skills                                                                       | <b>Do Discussion Board, Post and Comment</b>                                                                             |
| <b>8. Week of Monday, March 9, 2026</b>                                   | NO CLASS                                                                                    | <b>Do Discussion Board, Post and Comment</b>                                                                             |

| <b>Class Dates</b>                        | <b>Class Topics</b>                                                                                                                                   | <b>Assignments/Reading</b>                                                                                                                                                                 |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spring Break!</b>                      |                                                                                                                                                       | <b>If you did your group this week, turn in your outline to D2L.</b>                                                                                                                       |
| <b>9. Week of Monday, March 16, 2026</b>  | Class Presentations                                                                                                                                   | <b>Do Discussion Board, Post and Comment</b><br><br><b>If you did your presentation this week, turn in your PPT to D2L.</b>                                                                |
| <b>10. Week of Monday, March 23, 2026</b> | Class Presentation                                                                                                                                    | <b>Do Discussion Board, Post and Comment</b><br><br><b>If you did your group this week, turn in your outline to D2L.</b>                                                                   |
| <b>11. Week of Monday, March 30, 2026</b> | <ul style="list-style-type: none"> <li><b>4/2-4/3-EASTER</b></li> </ul>                                                                               | <ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> </ul> <i>The discussion board this week is due Monday, April 6th, to account for the Holiday.</i> |
| <b>12. Week of Monday, April 6, 2026</b>  | Presentations<br><br><b>Session Video and Skills Evaluation Counseling due</b><br><br><b>Session Appendix D due April 12<sup>th</sup> by 11:59 pm</b> | <b>Do Discussion Board, Post and Comment</b><br><br><b>Session Video and Skills Evaluation Counseling due</b>                                                                              |
| <b>13. Week of Monday, April 13, 2026</b> | Presentations                                                                                                                                         | <b>Do Discussion Board, Post and Comment</b><br><br><b>If you did your group this week, turn in your outline to D2L.</b>                                                                   |

| <b>Class Dates</b>                        | <b>Class Topics</b>                                                                                                                                                                                                               | <b>Assignments/Reading</b>                                                                                                                                                                               |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>14. Week of Monday</b>                 | Private Practice<br><br><b>Reflection Paper and Evaluation Appendix F</b><br><br><b>Post conferences</b>                                                                                                                          | <b>Reflection Paper and Evaluation Appendix F</b><br><br><b>Do Discussion Board, Post and Comment</b>                                                                                                    |
| <b>15. Week of Monday, April 27, 2026</b> | <b>Post conferences cont.</b><br>Reflecting on the Semester and Preparing for Internship II<br><br><b>Make sure hours are logged and approved in Tk20</b><br><br><b>Completion of 300 Hours Supervisor Evaluations Appendix E</b> | <b>Do Discussion Board, Post and Comment</b><br><br><b>Make sure hours are logged and approved in Tk20</b><br><br><b>Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix E</b> |
| <b>16. Week of Monday, May 4, 2026</b>    | <b>Wrap it up</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                          |

## 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.)

Students are required to answer questions or complete assignments 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.** 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 the hours for that week. (See Appendix A for Rubric). 3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 5C.1b, 5C. 2b, 5C.2k, and 5C.2l.**

### Group Counseling Exercise: (20 pts.)

Students will facilitate a 20-minute group session during their group university supervision times 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 they 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 it within your group (See Appendix B for Rubric) KPI 5f, 6b, and 6d.**

### Multicultural Counseling Presentation: (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 they will share on their screen and will talk through their multicultural counseling theories and the 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 could assist their diverse population of choice. **Students will turn in their PowerPoint to D2L. (See**

**Appendix C for Rubric and Examples) KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 5m, 5C.2a, and 5C.2k.**

Session Video and Skills Evaluation (Counseling Session) 20 pts:

Students will turn in their packets with their portions filled out and with signatures to D2L and Tk20. Students will conduct a 45-minute minimum counseling session with a client for each semester of the Practicum and Internship. Students must fill out and sign the clinical video or observation consent form for themselves and their clients. This form must be turned into D2L. Students must fill out the skills evaluation form 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 postobservation 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 the teaching professor's schedule. A recording of the video 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, 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.**

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations: (10 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. Mid-term 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) consistently, 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), and make sure the 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 with signatures. (See Appendix E). **2.3f. 2.5j. 2.7e. 3B, 3J, 3K, 3L, 3M, 5C.1b, and 5C.3b.**

Reflection Paper and Evaluation: (10 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 rational, 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 F).

**KPI 2.1i, and 5C.1b.**

### Assignment Breakdown

| Assignment                                                                       | Points     |
|----------------------------------------------------------------------------------|------------|
| Discussion Board, and University Supervision <b>*D2L</b>                         | 20         |
| Group Counseling Exercise <b>*D2L</b>                                            | 20         |
| Multicultural Counseling Presentation <b>*D2L</b>                                | 20         |
| Session Video and Skills Evaluation (Counseling Session) <b>*D2L and Tk20</b>    | 20         |
| Completion of 300 Hours and Satisfactory Site Supervisor Evaluations <b>*D2L</b> | 10         |
| Reflection Paper and Evaluation <b>*D2L and Tk20</b>                             | 10         |
| <b>Total Points</b>                                                              | <b>100</b> |

### Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or 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. To fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, to ensure proper training and client care, a counselor-in-training must abide by relevant ethical



codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty.

Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on review and retention, refer to the handbook.

### Classroom Behaviors

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

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

## **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

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [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.**

Active Shooter- Recommended that faculty include the following language from our attorney, regarding active shooter training. We pasted this into the syllabus template attached to this email. (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."](#) )

### 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 this course. The “limited right” shall include but shall not be limited to, the right to reproduce the student’s work product to verify originality and authenticity, and for educational purposes.

### **Midwestern State University Mission Statement**

MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis on 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 changes: 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 a 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](#).

### Inclement Weather

In the case of campus closure due to inclement weather, fully online courses may continue as scheduled, but you will be notified by the instructor via D2L email.

### 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 prohibit 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.*

## **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**

Discussion Board and University Supervision:

CACREP Standards Addressed:

3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 5C.1b, 5C. 2b, 5C.2k, and 5C.2l.

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

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

| <b>Week</b>                | <b>Points Earned</b>    |
|----------------------------|-------------------------|
| Week 1 (2 pt.)             | Out of 2 point          |
| Week 2 (2 pt.)             | Out of 2 point          |
| Week 3 (2 pt.)             | Out of 2 point          |
| Week 4 (2 pt.)             | Out of 2 point          |
| Week 5 (2 pt.)             | Out of 2 point          |
| Week 6 (2 pt.)             | Out of 2 point          |
| Week 7 (2 pt.)             | Out of 2 point          |
| Week 8 (2 pt.)             | Out of 2 point          |
| Week 9 (2 pt.)             | Out of 2 point          |
| Week 10 (2 pt.)            | Out of 2 point          |
| <b>Total Points Earned</b> | <b>Out of 20 points</b> |

### **Appendix B**

Group Counseling Exercise:

CACREP Standards Addressed:

**KPI 5f, 6b, and 6d**

Group Counseling Exercise Rubric: (20 pts.)

| <b>Criterion</b>                                                                                                                                                                                                                                                                                                      | <b>1</b>                     | <b>2</b>                           | <b>3</b>                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------|----------------------------------|
| <b>Introduction</b><br>Introduced the group topic,<br>and theory to be utilized<br>Went over group informed<br>consent<br>Explain limits of group<br>confidentiality                                                                                                                                                  | Section<br>not<br>addressed. | Section<br>partially<br>addressed. | Section<br>addressed<br>in full. |
| <b>Facilitation Skills</b><br>Able to keep group on task<br>Encourages all members to<br>participate<br>Was able to provide active<br>engagement with the group<br>Used group facilitation skills<br>effectively (active listening,<br>questioning, modeling,<br>linking, on task,<br>participating<br>encouragement. | Section<br>not<br>addressed. | Section<br>partially<br>addressed. | Section<br>addressed<br>in full. |
| <b>Intervention or Activity</b><br>Provided appropriate<br>activity<br>Stated purpose of activity<br>Executed activity well                                                                                                                                                                                           | Section<br>not<br>addressed. | Section<br>partially<br>addressed. | Section<br>addressed<br>in full. |
| <b>Wrap up</b><br>Effective summarization by<br>facilitator.                                                                                                                                                                                                                                                          | Section<br>not<br>addressed. | Section<br>partially<br>addressed. | Section<br>addressed<br>in full. |
| <b>Counselor Identity</b><br>Maintained professionalism<br>throughout mock group<br>session.                                                                                                                                                                                                                          | Section<br>not<br>addressed. | Section<br>partially<br>addressed. | Section<br>addressed<br>in full. |

**Appendix C**

Multicultural Counseling Presentation:

CACREP Standards Addressed:

KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 5C.2a, and 5C.2k

Multicultural Counseling Presentation Rubric: (Possible 20 Pts.)

| <b>Criterion</b>                                                                                                                                                                                                                                                                              | <b>1</b>               | <b>2</b>                     | <b>3</b>                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------|----------------------------|
| <b>Identification of diverse population.</b><br>Identify population.<br>Statistics of why this population is diverse.                                                                                                                                                                         | Section not addressed. | Section partially addressed. | Section addressed in full. |
| <b>Counseling theories and counseling competencies that are effective with your diverse population.</b><br>• What theories are effective with your population?                                                                                                                                | Section not addressed. | Section partially addressed. | Section addressed in full. |
| <b>Role of the counselor when working with your specific population.</b><br>Professional roles of counselors working with population.<br>Counselor relationship with human services, integrated behavioral healthcare systems, interagency or interorganizational collaboration/consultation. | Section not addressed. | Section partially addressed. | Section addressed in full. |
| <b>Types of Counselors</b><br>• Different counselor credentials available to work with specific population.                                                                                                                                                                                   | Section not addressed. | Section partially addressed. | Section addressed in full. |
| <b>Technology</b><br>• How technology impacts counseling and could assist counselors in working with your diverse population of choice.                                                                                                                                                       | Section not addressed. | Section partially addressed. | Section addressed in full. |

## **Appendix D**

Session Video and Skills Evaluation (Counseling Session): (20 pts.) **Turn into Tk 20 and D2L.**

CACREP Standards to be addressed include:

**KPI: 2.1k, 2.5g, 2.5j, 5C.1b, and 5C.3b.**

## **Session Video and Skills Evaluation Form**

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:

Site Specific Goals/Concerns:

### Grading Rubric for the Session Video

| <b>Skill</b>                                                           | <b>0</b> | <b>1</b> | <b>Pts</b> |
|------------------------------------------------------------------------|----------|----------|------------|
| Does an Introduction, Informed Consent, and Goes Over Confidentiality. |          |          |            |
| Establishes Rapport with the Client.                                   |          |          |            |
| Clinically Explores problem(s)                                         |          |          |            |
| Attends to Basic Needs of the Client                                   |          |          |            |
| Congruent Verbal and Nonverbal behavior                                |          |          |            |
| Uses Active Listening                                                  |          |          |            |

|                                                                             |  |  |  |
|-----------------------------------------------------------------------------|--|--|--|
|                                                                             |  |  |  |
| Rarely Uses Closed Ended Questions                                          |  |  |  |
| Uses an Appropriate Amount of Open-Ended Question                           |  |  |  |
| Shows Ability to Use Higher Level Counseling Skills Throughout the Session. |  |  |  |
| Uses 2 Well-Developed Theoretically Based Techniques                        |  |  |  |
| Has Empathic Attunement                                                     |  |  |  |
| Has Positive Body Language and Posture                                      |  |  |  |
| Confronts the Client When Needed                                            |  |  |  |
| Uses Self-Disclosure Appropriately                                          |  |  |  |
| Uses Evidenced Based Theory throughout the Session                          |  |  |  |
| Times using Interventions Appropriately                                     |  |  |  |
| Shows Counselor Confidence                                                  |  |  |  |
| Adheres to Multicultural Competencies and Ethical and Legal Standards       |  |  |  |
| Summarizes Session Before Wrapping Up                                       |  |  |  |
| Maintains Professionalism throughout Session                                |  |  |  |
| <b>Total points out of 20</b>                                               |  |  |  |

## Student Self-Evaluation

### Session Video and Skills Evaluation For

Please self-evaluate yourself as to how you did during your counseling session.

|    | 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                                       |                         |          |

|        |                                                              |                                |                 |
|--------|--------------------------------------------------------------|--------------------------------|-----------------|
|        |                                                              |                                |                 |
| 1<br>6 | Observing Themes/Patterns                                    |                                |                 |
| 1<br>7 | Acknowledge Nonverbal Bx                                     |                                |                 |
| 1<br>8 | Reframing Statements                                         |                                |                 |
| 1<br>9 | Appropriate Pacing                                           |                                |                 |
| 2<br>0 | Use of Ethics and Multicultural Competence                   |                                |                 |
|        | <b>Theory</b>                                                | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 2<br>2 | Assessment Using Theory                                      |                                |                 |
| 2<br>3 | Uses 2 Theoretically Based Techniques                        |                                |                 |
| 2<br>4 | What theory was used and how did it help manage the session? |                                |                 |
|        | <b>Inappropriate Items</b>                                   | <b># of Times Demonstrated</b> | <b>Comments</b> |
| 2<br>5 | Sympathy/Reassuring                                          |                                |                 |
| 2<br>6 | Advising                                                     |                                |                 |
| 2<br>7 | Judging                                                      |                                |                 |
| 2<br>8 | Educating/Teaching                                           |                                |                 |
| 2<br>9 | Going for the Solution                                       |                                |                 |
| 3<br>0 | Interrogating                                                |                                |                 |
| 3<br>1 | Lengthy Descriptive Statements                               |                                |                 |
| 3<br>2 | "Why" questions                                              |                                |                 |
| 3<br>3 | Too many "How does that make you feel?"                      |                                |                 |
| 3<br>4 | Shifting Topics                                              |                                |                 |

|        |                                                         |                                    |                 |
|--------|---------------------------------------------------------|------------------------------------|-----------------|
| 3<br>5 | Third Person Counseling -<br>Someone not in session     |                                    |                 |
| 3<br>6 | Not giving yourself time to<br>think                    |                                    |                 |
| 3<br>7 | Getting ahead of client                                 |                                    |                 |
| 3<br>8 | Poor balance of reflections/<br>questions/ restatements |                                    |                 |
| 3<br>9 | Uses Closed Questions                                   |                                    |                 |
|        | <b>Supervision</b>                                      | <b># of Times<br/>Demonstrated</b> | <b>Comments</b> |
| 4<br>1 | Open, positive discussion                               |                                    |                 |
| 4<br>2 | Emotionality in supervision                             |                                    |                 |
| 4<br>3 | Receptivity to feedback                                 |                                    |                 |
| 4<br>4 | Participation in supervision<br>(bring content)         |                                    |                 |
| 4<br>5 | Submission of all materials                             |                                    |                 |
| 4<br>6 | Adheres to procedure and<br>takes initiative            |                                    |                 |
| 4<br>7 | Fulfillment of supervision tasks                        |                                    |                 |

Session Summary:

Site Specific Goals/Concerns:

Signature University Supervisor : \_\_\_\_\_

Signature Student Supervisee: \_\_\_\_\_

Signature of Student's Site Supervisor: \_\_\_\_\_

## **Appendix E**

### **Completion of 300 Hours and Satisfactory Site Supervisor Evaluations:**

Make sure your TK20 logs are all approved by both supervisors (site and university), and 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 with signatures.

CACREP Standards Addressed:

**2.3f. 2.5j. 2.7e. 3B, 3J, 3K, 3L, 3M, 5C.1b, and 5C.3b.**

**Completion of 300 Hours and Satisfactory Site Supervisor Evaluations: (Possible 10 Pts.)**

| <b>Criterion</b>                                                                                   | <b>.5<br/>Improve<br/>ment<br/>Needed</b> | <b>1<br/>Develop<br/>ing</b> | <b>1.5<br/>Profic<br/>ient</b> | <b>2<br/>Accompl<br/>ished</b> |
|----------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------|--------------------------------|--------------------------------|
| At least 120 direct hours                                                                          | Not Completed                             | Partially Completed          | Completed                      | Completed with good attitude.  |
| At least 180 indirect hours                                                                        | Not Completed                             | Partially Completed          | Completed                      | Completed with good attitude.  |
| Completed Site and University Supervision                                                          | Not Completed                             | Partially Completed          | Completed                      | Completed with good attitude.  |
| Student's Supervisors (site and university) evaluations are completed midterm, and final.          | Not Completed                             | Partially Completed          | Completed                      | Completed with good attitude.  |
| Student maintained appropriate codes of ethics, and professionalism within the class, and on site. | Not Completed                             | Partially Completed          | Completed                      | Completed with attitude.       |

## **Appendix F**

Reflection Paper and Evaluation: (10 pts.) **Turn into TK 20 and D2L.**

CACREP Standards Addressed: **KPI 2.1i, and 5C.1b.**

## Student Evaluation of Themselves

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)

### Student Self-Evaluation Rubric

| Criterion                                      | Outstanding                                                                                                                                                                                                                | .75<br>Mastered<br>Basic<br>Skills                                                                                                                                                                  | .50<br>Developing                                                                                                                                                                         |   |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Counseling Relationship</b>                 | Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.                                             | Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.                                                 | Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including culture, age, SES, education, etc. |   |
| <b>Attention to Client Needs and Diversity</b> | Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system. | Able to match treatment to client needs; adapts treatment to one or more areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system. | Minor problems attending to client needs and/or diversity issues.                                                                                                                         | S |



|                                              |                                                                                                                                                                                                                         |                                                                                                                                                                                                             |                                                                                                                                                                                                                                     |             |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Explain Practice Policies</b>             | 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.              | Explains basic practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to build basic rapport; understands major practice policies.                                          | Minor problems explaining practice setting rules, fees, rights, confidentiality, nervousness may deter from forming relationship; understands most practice policies.                                                               | S<br>c<br>m |
| <b>Consent to Treatment</b>                  | Skillful job explaining counseling process in words client can understand in order to obtain consent to treat; uses opportunity to enhance counseling relationship.                                                     | Explains basic counseling process in words client can understand in order to obtain consent to treat.                                                                                                       | Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information.                                                                                                     | S           |
| <b>Client Assessment</b>                     | 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. | 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. | 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. | S<br>b      |
| <b>Content VS Process</b>                    | 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.                                              | 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.                                              | Sidetracked one or more times with content but at some point, able to return focus to process                                                                                                                                       | M           |
| <b>Psychoeducation and Recovery Services</b> | Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of recovery services                                      | Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of recovery services.                                                | Minor problems with delivering psychoeducation and recovery information and/or insufficient information imparted.                                                                                                                   | S           |
| <b>Participation in Class Discussions</b>    | Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on 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                                                      | Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task                                                                                       | L           |
| <b>Writing Ability and APA</b>               | Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.                                                                                                                        | Cohesive paper in mostly APA formatting                                                                                                                                                                     | Student jumps around in formatting and content                                                                                                                                                                                      | S           |

## 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<br>Outstanding                                                                                                                                                                         | .75<br>Mastered<br>Basic<br>Skills                                                                                                                                                  | .50<br>Developing                                                                                             | .25<br>De                                              |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Evaluation<br/>of<br/>Counseling<br/>Relationship<br/>and Role</b> | Outstanding<br>evaluation of<br>counseling<br>relationship,<br>counselor role,<br>client<br>responsiveness;<br>attention to<br>diversity issues<br>and client<br>acceptance of<br>goals. | Clear evaluation<br>of counseling<br>relationship,<br>counselor role,<br>client<br>responsiveness;<br>attention to key<br>diversity issues<br>and client<br>acceptance of<br>goals. | Minor problems<br>with evaluation<br>of relationship,<br>client<br>responsiveness;<br>misses minor<br>issues. | Sig<br>pro<br>eva<br>rela<br>clie<br>res<br>mis<br>iss |

| Criterion | 1<br>Outstanding | .75<br>Mastered<br>Basic<br>Skills | .50<br>Developing | .25<br>Deficits |
|-----------|------------------|------------------------------------|-------------------|-----------------|
|-----------|------------------|------------------------------------|-------------------|-----------------|

|                                                       |                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                            |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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. | Problem 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 problem with analysis of attention to legal, ethical issues; unable to identify critical problem areas; 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 problem with assessment of own clinical skill or effectiveness. Unable to identify 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 problem 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 problem with writing; not clear communication due to writing ability; numerous grammatical errors.                    |
| <b>Participation in Class Discussions</b> | Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on 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  | Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task | Limited interaction with peers; rarely participates in class discussions and/or does not stay on task.                            |
| <b>Criterion</b>                          | <b>1 Outstanding</b>                                                                                                                                                 | <b>.75 Mastered Basic Skills</b>                                                                                                                        | <b>.50 Developing</b>                                                                                                                         | <b>.25 Deficient</b>                                                                                                              |
| <b>Professional Identity</b>              | Demonstrates vast understanding of self within professional identity and the complexities of boundaries.                                                             | Demonstrates basic understanding of self within professional identity and the complexities of boundaries.                                               | Minor problems navigating professional identity, boundaries, and the self.                                                                    | Limited understanding of professional identity, boundaries, issues, awareness of issues present.                                  |
| <b>APA Format</b>                         | No more than one or two minor APA errors; overall,                                                                                                                   | Few and minor APA errors; overall,                                                                                                                      | Numerous APA errors that are distracting;                                                                                                     | Significant problem with following APA style;                                                                                     |

|  |                               |                               |                              |                              |
|--|-------------------------------|-------------------------------|------------------------------|------------------------------|
|  | follows<br>general<br>format. | follows<br>general<br>format. | numerous<br>inconsistencies. | numero<br>problem<br>several |
|--|-------------------------------|-------------------------------|------------------------------|------------------------------|

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