



**COUN 6053 Graduate Internship II**  
Midwestern State University  
**Gordon T. & Ellen West College of Education**  
**Semester Credits: 3**

**CONTACT INFORMATION**

**Professor:** Dr. Layne Falkenberg, PhD, LPC-S

**Semester:** Summer 2026; 10 Weeks; June 1 – August 6

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**Zoom Class Time:** Every Thursday 5:30-7:00 pm CST

**In this Syllabus, you will find:**

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

**\*Important! This course starts on Monday and ends on Thursday.**

**Instructor Response Policy:**

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

**\*The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

**COURSE DESCRIPTION**

Prerequisite(s): COUN 6043 with a grade of B or better.

The second 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 building on the skills cultivated during COUN 6043 – Graduate Internship I and prepares them for independent practice. During this semester, students are preparing to take the Comprehensive Examination and the National Counselor Examination (NCE). Students must earn a B or better in the course and at least a 70 on the Comprehensive Examination in order to graduate.

## **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 to meet their counseling and mental health goals.

## **REQUIRED TEXTBOOK**

**\*Liability Insurance:** Students must retain their own liability insurance before the start of the semester. Students are encouraged to join American Counseling Association to obtain their liability insurance. This organization offers 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.

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

Rosenthal, H. (2017). *Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination*. 4<sup>th</sup> ed. New York: Routledge.

## **COURSE OBJECTIVES**

### **Knowledge and Skill Learning Outcomes: CACREP Standards 2024**

Upon successful completion of this course, students will learn:

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

- Section 3: A.7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
- Section 3: A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
- Section 3: A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- 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
- Section 3: C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- 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
- Section 3: E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
- Section 3: E.4. consultation models and strategies
- Section 3: E.5. application of technology related to counseling
- Section 3: E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- Section 3: E. 7 culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
- Section 3: E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- Section 3: E.9.. interviewing, attending, and listening skills in the counseling process
- Section 3: E. 10. counseling strategies and techniques used to facilitate the client change process
- Section 3: E. 12. goal consensus and collaborative decision-making in the counseling process
- Section 3: E.15. evidence-based counseling strategies and techniques for prevention and intervention
- 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
- Section 3: F.4. characteristics and functions of effective group leaders
- Section 3: F. 9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
- Section 3: G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
- Section 3: G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
- Section 5: C.1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- Section 5: C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- Section 5: C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload
- Section 5: C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5: C.6. strategies for interfacing with the legal system regarding court-referred clients
- Section 5: C.7. strategies for interfacing with integrated behavioral healthcare professionals
- Section 5: C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- Section 5: C.9. third-party reimbursement and other practice and management issues in clinical mental health counseling
- Section 4: A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.
- Section 4: B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- Section 4: C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- Section 4: D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.
- Section 4: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

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

## Learning Objectives

1. Students will demonstrate characteristics and skills of an effective counselor with clients in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.
2. Students will provide ethical, multicultural counseling services to clients at the internship site.
3. Students will learn about the role of the counselor in an agency setting including roles and responsibilities, collaboration with colleagues in treatment planning, self-evaluation, and supervision.
4. Students will develop a personal model of counseling which includes a theoretical orientation, and advanced techniques for change.
5. Students will demonstrate effective management of crisis and emergency management as well as agency and community-wide management of crisis and emergency situations.

## 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 will 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's (2014) *Code of Ethics*, and treat all members of the class with respect.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community with a wide range of perspectives and experiences, and for achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an

institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software. This does not include editing tools of Word or Grammarly, i.e., spell check or rewriting suggestions for clarity.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to 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 on your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in the Wellness Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, graduate students are expected to be on time and to attend ***every*** session online and all required classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. ***No exceptions.*** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered by ***10%***. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Discussion board posts are not accepted late. Please begin planning your semester schedule accordingly.

**Graduate Internship II:** Students must register for a 3-credit hour graduate internship II. ***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 II is the third experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised setting. A minimum of 300 hours

is required for graduate internship II. **\*In order to meet the 300 hours of field experience requirement, summer students must gain a minimum of 12 direct hours a week, and 18 indirect hours a week on site for a 10-week semester. For fall/spring semesters, students must gain a minimum of eight direct hours per week, and 12 indirect hours per week for a 16-week semester. Students must get all placements approved by their professor of record.**

**\*The students' Graduate Internship II includes the following:**

1. A **minimum** of 300 hours is required for internship II. Of the minimum 300 hours, at least 120 hours must be direct hours and 180 hours must be indirect hours.
2. A minimum of **one hour per week** of on-site supervision from the site supervisor on record each week that the students are present at the site.
3. An average of **one and one-half hours per week of group supervision** with other students in internship II with university supervisor. Students must attend **EVERY** group supervision meeting as is mandatory. **These meetings will take place every week.** This is an interactive, "hands on" class that will require your energy, focus, and respectful participation. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Students will present on cases weekly. Please consider that it is a learning experience for all class members to learn from one another, therefore students are required to give feedback to others. Students are expected to act in the role of a professional consultant at this stage of development in the program. Students will bring a case or two to each class meeting and be prepared to discuss this case, maintaining client confidentiality. Students will be prepared to participate in group sessions during class meetings. These sessions will be of a personal growth nature. Participation in the group process will be noted on the final grade.
4. Formal evaluations of students' performance will be submitted at mid-term and at the end of the semester by all supervisors (Site, University). Site supervisors will observe students conduct two counseling sessions (live or virtually) and give feedback on a Tk20 rubric.
5. Students will conduct one 45-minute counseling session with a client for each semester of Practicum and Internship. The instructor will provide feedback to the student using the counseling session skills form. 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. If students are unable to record at their site, the university supervisor may conduct a live virtual observation of the session. Students will be required to meet with their university supervisor for a pre-conference meeting to review expectations, as well as a post-conference meeting for feedback on strengths and growth areas.

- 6. Please note that meeting the minimal requirements does not guarantee that you will move on to graduation. 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 graduation based on lack of skills, site dissatisfaction, or lack of professionalism and interpersonal characteristics, a PICS will be completed. If the lack of skills is addressed by the end of the semester, then the student may move on to graduation. 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.**

**SEMESTER COURSE OUTLINE**

Class Dates	Class Topics	Assignments/Reading
<p>1. <b>Week of Monday, June 1, 2026 – Sunday, June 7, 2026</b></p>	<ul style="list-style-type: none"> <li>• Class Introductions, Syllabus Review, and Class Instructions.</li> <li>• Read Chapters One through Three pages 1-91.</li> <li>• <b>Weekly Zoom Class</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• Review Syllabus</li> <li>• Read Chapters One through Three pages 1-91.</li> <li>• <b>Weekly Zoom Class</b></li> </ul>
<p>2. <b>Week of Monday, June 8, 2026 – Sunday, June 14, 2026</b></p> <p><b>Turn in Presentation PPT once you present to D2L.</b></p>	<ul style="list-style-type: none"> <li>• Read Chapters Four and Five pages 92-256.</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Student Chapter 3 Presentation Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• Read Chapters Four and Five pages 92-256.</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Turn in Chapter Presentation PPT to D2L after you present.</b></li> </ul>
<p>3. <b>Week of Monday, June 15, 2026 – Sunday, June 21, 2026</b></p> <p><b>Turn in Presentation PPT once you present to D2L.</b></p>	<ul style="list-style-type: none"> <li>• Read Chapters Six and Seven pages 257-366.</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Student Chapter Presentation 4 Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• Read Chapters Six and Seven pages 257-366.</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Turn in Chapter Presentation PPT to D2L after you present.</b></li> </ul>
<p>4. <b>Week of Monday, June 22, 2026 – Sunday, June 28, 2026</b></p> <p><b>Turn in Presentation PPT once you present to D2L.</b></p>	<ul style="list-style-type: none"> <li>• Read Chapters Eight and Nine pages 367-473</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Student Chapter 5 Presentation Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• Read Chapters Eight and Nine pages 367-473</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Turn in Chapter Presentation PPT to D2L after you present.</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>5. Week of Monday, June 29, 2026 – Sunday, July 5, 2026</b></p> <p><b>Turn in Presentation PPT once you present it to D2L.</b></p> <p><b>Turn in Counseling Session Documents to D2L</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter Ten pages 474-534.</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Session Video and Skills Evaluation Form Appendix D turn in session documents to D2L</b></li> <li>• <b>Student Chapter 6 Presentation Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• Read Chapter Ten pages 474-534</li> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Session Video and Skills Evaluation Form Appendix D turn in session documents to D2L</b></li> </ul>
<p><b>6. Week of Monday, July 6, 2026 – Sunday, July 12, 2026</b></p> <p><b>Turn in Presentation PPT once you present to D2L.</b></p>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• Read Chapter 11 pages 535-646.</li> <li>• <b>Student Chapter 7 Presentation Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• Read Chapter 11 pages 535-646.</li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Chapter Presentation PPT to D2L after you present.</b></li> </ul>
<p><b>7. Week of Monday, July 13, 2026 – Sunday, July 19, 2026</b></p> <p><b>Turn in Presentation PPT once you present to D2L.</b></p>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• Read Chapters 12-14 pages 647-716.</li> <li>• <b>Student Chapter 8 Presentation Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• Read Chapters 12-14 pages 647-716.</li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>8. Week of Monday, July 20, 2026 – Sunday, July 26, 2026</b></p> <p><b>Turn in Presentation PPT once you present it to D2L.</b></p> <p><b>Turn in Reflection Paper and Evaluation to D2L</b></p>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Student Chapter 9 Presentation Appendix B</b></li> <li>• <b>Reflection Paper and Evaluation Appendix E</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Chapter Presentation PPT to D2L after you present.</b></li> <li>• <b>Turn in Reflection Paper to D2L</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>9. Week of Monday July 27, 2026 – Sunday, August 2, 2026</b></p> <p><b>Complete Comprehensive Examination on D2L by Sunday, August 2, 2026</b></p> <p><b>Turn in Presentation PPT once you present it to D2L.</b></p> <p><b>You have three (3) attempts throughout the summer.</b></p>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Comprehensive Examination Appendix C</b></li> <li>• <b>Student Chapter 10 Presentation Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Complete Comprehensive Examination on D2L</b></li> <li>• <b>Turn in Presentation PPT once you present it to D2L.</b></li> </ul>
<p><b>10. Week of Monday, August 3, 2026 – Thursday, August 6, 2026</b></p> <p><b>Turn in paper logs to D2L and make sure evals are completed on Tk20 Link.</b></p> <p><b>Turn in Presentation PPT once you present it to D2L.</b></p>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F</b></li> <li>• <b>Student Chapter 11 Presentation Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Zoom Class</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in paper logs to D2L and make sure evals are completed on Tk20 Link.</b></li> <li>• <b>Turn in Presentation PPT once you present it to D2L.</b></li> </ul>

## EVALUATION AND ASSIGNMENTS

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

**\*Please note that in order for students to pass this course, all required evaluations must be submitted to Tk20 by the student's site supervisor.**

**Discussion Board, and Class Participation (10 pts.):** Students are required to reflect on their internship experience weekly, including successes, challenges, new knowledge, skills, techniques, etc. 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 (See Appendix A for Rubric).

**Chapter Presentation (20 pts.):** Students are required to present a chapter to the class from the *Encyclopedia of Counseling* textbook. The presentation must be at least 20 minutes and must cover the important information from the chapter. The student must also include an engaging activity to help the class review the information, such as a creative game or quiz (**See Appendix B for Rubric**).

**Comprehensive Exam (COMPS) (40 pts.):** **\*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples in Appendix C.** Students will have **\*three** attempts to pass this exam. Please treat this as a real-life testing scenario. Students are required to pass a comprehensive examination as a program completion requirement. Students must make at least a 70 on the exam to graduate. The exam will help students prepare for the National Counselor Exam (NCE). The 100 questions will come from the textbook, the *Encyclopedia of Counseling*. Each question is worth .40 points (**See Appendix C for Examples**).

**Session Video and Skills Evaluation Form (80 pts.):** **Students will submit their packet with their portion filled out to D2L.** Students will conduct one 45-minute counseling session with a client for each semester of Practicum and Internship. Students must complete the clinical video or observation consent form. This form must be submitted to D2L. Students must fill out the skills evaluation form evaluating themselves. Please fill out digitally. The instructor will provide feedback to the student using the Session Video and Skills Evaluation Form and the grading rubric. Students must meet for a pre-observation and post-observation meeting with their teaching professor before and after their recorded/observed counseling session. Any skills strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. Students will record a counseling session. Another option is a live virtual observation. If a video is recorded, it can be shared with the teaching professor via google drive. (**See Appendix D for Rubric**). **3.E.1, 3.E.15, 5.C.5**

**Reflection Paper and Evaluation (40 pts.):** Students will use the template within D2L to reflect on their semester. Students will introduce the assignment, discuss the counseling relationship, explore personal reactions, discuss rationale, highlight ethics, legality, and crisis issues, reflect on their counseling session, explore cultural and individual differences, reflect on counseling skills, develop a professional development plan, and provide a summary of their semester (**See Appendix E**). **3.A.11, 3.E.1, 3.E.15, 3.G.11, 5.C.5**

**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. A total of 50 hours may be rolled over from Internship I. 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. Students may use the logs and cover sheets provided in the practicum manual. Students will receive weekly supervision on-site, and an average of 1.5 hours of group supervision in class. Logs will be turned in at the end of each semester. Please note that students cannot graduate until all hours have been earned, documented, and approved. Failure to complete the required hours will result in having to retake the course. Satisfactory midterm and final evaluations are also required. These evaluations will be completed by your site supervisor at midterm and the end of the semester. Students are responsible for ensuring evaluations are turned in on time. The instructor will consult with the site supervisor(s) on a consistent basis, to include the counseling student in the consultation whenever possible. Also taken into consideration is the student's conduct at his/her site(s) (i.e., absences, tardiness, professional demeanor and dress, ability and willingness to receive criticism and feedback). **Make sure your Tk20 logs are all approved by both supervisors (site and university), and ensure logs are correct. Confirm that your site supervisor has completed their two observations, midterm, and final evaluations. Make sure that you fill out evaluations on your site and university supervisor on Tk20. Make sure that you turn in your hours document to D2L. Keep that document for your records. (See Appendix F). 3.C.11, 3.E.1, 3.E.15, 3.G.7, 5.C.5**

**Grade Breakdown (total of 200 pts.):**

<b>Assignment</b>	<b>Modality</b>	<b>Points</b>
Online Assignments and Comments	D2L	10
Chapter Presentation	D2L	20
Comprehensive Exam	D2L	40
Session Video and Skills Evaluation Form	D2L	80
Reflection Paper and Evaluation	D2L	40
Completion of 300 Hours and Satisfactory Site Supervisor Evaluation	D2L (turn in hours paper log) Have site supervisors fill out forms and you fill out forms on <b>Tk20</b> .	10
<b>Total Points</b>	N/A	<b>200</b>

<b>Grade</b>	<b>Percentage Range</b>	<b>Point Range (out of 200)</b>
A	90-100	180-200
B	80-89	160-179

C	70-79	140-159 (must retake course)
D	60-69	120-139 (must retake course)
F	0-59	0-119 (must retake course)

## **DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

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

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

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

## **STUDENT ETHICS AND OTHER POLICY INFORMATION**

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

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

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

#### **Active Shooter:**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." Which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

#### **Obligation to Report Sex Discrimination under State and Federal Law:**

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [https://cm.maxient.com/reportingform.php?MSUTexas&layout\\_id=6](https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

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

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

**Midwestern State University Values:**

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a welcoming and belonging campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

**Midwestern State University Counseling Program Objectives:**

1. Students will gain the knowledge and skills necessary to serve different client populations.
2. Students will be prepared to engage in ethical counseling practice.
3. Students will be able to use research and data to inform their counseling practice.
4. Students will develop the knowledge and skills needed to diagnosis and treat a variety of mental health issues.

**\*Please refer to your Clinical Mental Health student handbook, and your practicum and internship manual located within the D2L shell for review.**

**Desire-to-Learn (D2L):** Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information.

You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

**Important Dates:**

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered as 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 on the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

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

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy: College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy: To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution

of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Grade Appeal Process: Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#).

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

## RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from [article](#).

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 [article](#).

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from [article](#).

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from [website](#).

## **APPENDICES**

### **Appendix A**

#### **Online Assignments and Comments (10 pts.)**

**Rubric of Online Assignments and Comments (Possible 10 Pts.)**

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

**Appendix B**

**Chapter Presentation (20 pts.):** Students are required to present a chapter to the class from the *Encyclopedia of Counseling* textbook. The presentation must be at least 20 minutes and must cover the important information from the chapter. The student must also include an activity to help the class review the information, such as a creative game or quiz (**See Appendix B for Rubric**).

**Chapter Presentation Rubric: (20 pts.)**

<b>Criterion</b>	<b>Basic 1</b>	<b>Proficient 2</b>	<b>Advanced 3</b>	<b>Exceptional 4</b>	<b>Pts</b>
<b>Introduction</b> <ul style="list-style-type: none"> <li>Introduced the chapter being covered</li> <li>Gave brief summary of the chapter of highlights</li> </ul>	Chapter not introduced; no summary provided	Basic introduction and limited summary	Clear introduction with relevant summary	Strong, engaging intro with insightful and concise summary	
<b>Information</b> <ul style="list-style-type: none"> <li>Covered important information from the chapter</li> <li>Information within the presentation is based on prior textbooks and the textbook for Internship II</li> </ul>	No relevant content or use of texts	Some relevant info; minor connection to texts	Covers most key info; clear connection to texts	Thorough, accurate, and well-integrated content from multiple texts	

<b>Criterion</b>	<b>Basic 1</b>	<b>Proficient 2</b>	<b>Advanced 3</b>	<b>Exceptional 4</b>	<b>Pts</b>
<b>Activity</b> <ul style="list-style-type: none"> <li>• Provided appropriate creative activity for the chapter</li> <li>• Executed activity well</li> </ul>	No activity provided or irrelevant	Activity somewhat related but unclear or underdeveloped	Clear, appropriate, and well-executed activity	Exceptionally creative, well-integrated, and engaging activity	
<b>Professionalism</b> <ul style="list-style-type: none"> <li>• Presented professionally for at least 20 minutes.</li> <li>• Presentation included professional slides</li> </ul>	Lacked professionalism; under time; slides missing or poor	Presentation met time or slide standards, not both	Professional tone, meets time and slide expectations	Highly professional presentation, confident delivery, polished visuals	
<b>APA 7 and Academic Writing</b> <ul style="list-style-type: none"> <li>• PowerPoint presentation showed understanding of graduate level writing, and APA 7 skills throughout the presentation.</li> </ul>	APA format not used; writing lacks clarity	Some APA 7 use; basic or inconsistent writing quality	Mostly accurate APA; writing is clear and appropriate	Flawless APA usage; writing is polished, formal, and precise	
<b>Total Points Awarded Out of 20</b>					

## Appendix C

**Comprehensive Exam (COMPS): (40 pts.) \*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam.**

Students will have \*three attempts to pass this exam. Please treat this as a real-life testing scenario. Students are required to pass a comprehensive examination as a program completion requirement. Students must make at least a 70 on the exam to graduate. The exam will help students prepare for the National Counselor Exam (NCE). The 100 questions will come from the textbook, the *Encyclopedia of Counseling*. Each question is worth .40 points.

### Breathing Exercises:

- **Breath Focus**
  - **Bringing intentional attention to each breath.**
- **Deep Breathing**
  - **Inhale for 4 seconds, hold until 7, and exhale at 8.**
- **Diaphragmatic Breathing**
  - **Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.**
- **Pursed Lip Breathing**
  - **Inhale slowly, pucker/purse lips, exhale slowly**
- **Resonant or Coherent Breathing**
  - **Inhale for 5 seconds, Exhale for 5 seconds**

### Grounding Techniques:

- **Progressive Muscle Relaxation**
- **Counting backwards from 100 by 7**
- **Play categories**
- **Cool water on the skin**
- **Reframing**

**Appendix D**

**Session Video and Skills Evaluation Form: (80 pts.)**

**CACREP Standards to be addressed include: 3.A.11, 3.E.9, 3.E.1., 3.E.15., 5.C.5.**

**Recorded Counseling Session Packet  
Faculty Evaluation of Student**

Counselor Name:

University Supervisor Name:

Date:

Start Time:

End Time:

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
1	Positive Regard/Genuine / Empathy And Validation.		
2	Minimal Encouragers/ Accents		
3	Eye Contact/Body Posture/ Active Listening		

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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		

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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?”		

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

Session Summary:

**Recorded Counseling Session Grading Rubric**

<b>Criteria</b>	<b>Needs Improvement 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>	<b>Points</b>
<b>Does an Introduction, Informed Consent, and Goes Over Confidentiality.</b>	Fails to introduce self effectively. Does not provide a clear explanation of counseling theory, client rights, or confidentiality limits. Fails to obtain explicit consent or ensure client comprehension.	Somewhat introduces self. Somewhat provides a clear explanation of counseling theory, client rights, or confidentiality limits. Struggles to obtain explicit consent or ensure client comprehension.	Generally, introduces self. Generally, provides a clear explanation of counseling theory, client rights, or confidentiality limits. Is able to obtain explicit consent or ensure client comprehension.	Thoroughly introduces self. Thoroughly provides a clear explanation of counseling theory, client rights, or confidentiality limits. Obtains explicit consent or ensure client comprehension.	
<b>Establishes Rapport with the Client.</b>	Does not establish rapport effectively, neglects informed consent and confidentiality.	Somewhat establishes rapport, attempts informed consent and confidentiality discussion.	Generally, establishes rapport, obtains consent, and discusses confidentiality adequately.	Consistently establishes rapport, obtains informed consent, and discusses confidentiality effectively.	
<b>Clinically Explores problem(s)</b>	Fails to explore client's issues effectively, lacks appropriate questioning or listening.	Attempts to explore client's issues but lacks depth or thoroughness in questioning.	Adequately explores client's issues with appropriate questioning and listening skills.	Thoroughly explores client's issues with insightful questioning and active listening.	
<b>Attends to Basic Needs of the Client</b>	Fails to attend to client's basic needs adequately during the session.	Occasionally attends to client's basic needs but may be inconsistent.	Generally, attends to client's basic needs but may overlook some aspects.	Consistently attends to client's basic needs throughout the session.	
<b>Congruent Verbal and Nonverbal behavior</b>	Shows incongruent or inappropriate verbal and nonverbal behavior.	Displays some congruent behavior but may be inconsistent.	Generally, displays congruent verbal and nonverbal behavior.	Demonstrates congruent verbal and nonverbal behavior consistently.	

<b>Criteria</b>	<b>Needs Improvement 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>	<b>Points</b>
<b>Uses Active Listening</b>	Demonstrates poor active listening skills during the session.	Attempts active listening but may not sustain it consistently	Engages in active listening for the majority of the session.	Actively listens throughout the session, demonstrating understanding and empathy.	
<b>Closed Ended Questions</b>	Frequently uses closed-ended questions.	Uses a moderate number of closed-ended questions.	Sometimes uses closed-ended questions.	Rarely uses closed-ended questions.	
<b>Open-Ended Questions</b>	Overuses open-ended questions and lacks appropriate use of open-ended questions.	Uses open-ended questions occasionally but relies more on closed-ended questions.	Uses a suitable number of open-ended questions.	Effectively employs appropriate and clinical open-ended questions.	
<b>Shows Ability to Use Higher Level Counseling Skills Throughout the Session.</b>	Does not demonstrate higher level counseling skills during the session.	Attempts to use higher level skills but lacks consistency or effectiveness.	Shows ability to use higher level counseling skills appropriately.	Demonstrates advanced counseling skills consistently throughout the session.	
<b>Uses two (2) Well-Developed Theoretically-Based Techniques</b>	Does not use any theoretically-based techniques within the session.	Uses one theoretically-based technique within the session.	Uses two theoretically-based techniques but lacks depth within the session.	Skillfully uses two or more theoretically-based techniques with confidence within the session.	
<b>Has Empathic Attunement</b>	Lacks empathy or understanding of client's emotions during the session.	Attempts to demonstrate empathy but lacks depth or understanding.	Shows empathy and understanding of client's emotions throughout the session.	Displays empathic understanding and attunement with the client's emotions effectively	
<b>Has Positive Body Language and Posture</b>	Displays negative or inappropriate body language and posture.	Shows some positive body language but may be inconsistent.	Displays generally positive body language and posture.	Maintains positive body language and posture consistently.	
<b>Confronts the Client When Needed</b>	Avoids necessary confrontation or handles it inappropriately.	Attempts to confront client but lacks effectiveness or appropriateness.	Effectively confronts client when needed to promote therapeutic goals.	Appropriately confronts client when necessary, fostering insight and progress.	
<b>Uses Self-Disclosure Appropriately</b>	Uses self-disclosure inappropriately or excessively during the session.	Attempts to use self-disclosure but lacks appropriateness or effectiveness.	Uses self-disclosure in a balanced manner to benefit therapeutic relationship.	Uses self-disclosure appropriately to enhance therapeutic rapport and understanding	

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<b>Criteria</b>	<b>Needs Improvement 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>	<b>Points</b>
<b>Uses Evidenced Based Theory throughout the Session</b>	Does not apply evidenced-based theory or theories appropriately during the session.	Attempts to apply evidence-based theory or theories but lacks consistency or integration.	Integrates evidence-based theory or theories into the counseling process.	Consistently applies evidenced-based theory or theories appropriately throughout the session.	
<b>Times using Interventions Appropriately</b>	Inconsistently times interventions, impacting client engagement or progress.	Attempts to time interventions but may miss opportunities or misjudge timing.	Generally, times interventions effectively to support client needs.	Times interventions appropriately, maximizing their impact on client progress.	
<b>Shows Counselor Confidence</b>	Demonstrates lack of confidence in counseling abilities during the session.	Shows some confidence but may appear hesitant or unsure at times.	Displays confidence in counseling abilities for the majority of the session.	Demonstrates strong confidence in counseling abilities throughout the session.	
<b>Adheres to Multicultural Competencies and Ethical and Legal Standards</b>	Lacks awareness or adherence to multicultural competencies and ethical standards.	Shows some awareness of multicultural issues but may not consistently adhere to standards.	Demonstrates awareness of multicultural issues and ethical standards.	Adheres to multicultural competencies and ethical standards consistently.	
<b>Summarizes Session Before Wrapping Up</b>	Does not provide a session summary or provides an ineffective summary.	Attempts to summarize session content but lacks clarity or completeness.	Summarizes session content adequately to review key points with client.	Provides a clear and effective summary of the session content before concluding.	
<b>Maintains Professionalism throughout Session</b>	Displays unprofessional behavior or demeanor during the session.	Shows some aspects of professionalism but may be inconsistent.	Generally, maintains professionalism in interactions and demeanor.	Maintains high level of professionalism throughout the session.	
<b>Total Points out of 80</b>					

### Student Self-Evaluation

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

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

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
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		

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
2 3	Uses 2 Theoretically Based Techniques		
2 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 5	Sympathy/Reassuring		
2 6	Advising		
2 7	Judging		
2 8	Educating/Teaching		
2 9	Going for the Solution		
3 0	Interrogating		
3 1	Lengthy Descriptive Statements		
3 2	“Why” questions		
3 3	Too many “How does that make you feel?”		
3 4	Shifting Topics		
3 5	Third Person Counseling - Someone not in session		
3 6	Not giving yourself time to think		
3 7	Getting ahead of client		
3 8	Poor balance of reflections/ questions/ restatements		

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
3 9	Uses Closed Questions		
	<b>Supervision</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
4 1	Open, positive discussion		
4 2	Emotionality in supervision		
4 3	Receptivity to feedback		
4 4	Participation in supervision (bring content)		
4 5	Submission of all materials		
4 6	Adheres to procedure and takes initiative		
4 7	Fulfillment of supervision tasks		

## Appendix E

### Reflection Paper and Evaluation: (40 Points)

#### CACREP Standards Addressed:

**3.A.11., 3.E.1, 3.E.15, 3.G.11, 5.C.5**

#### Student Evaluation on Self

**Date:**

**Student Counselor:**

**Teaching Professor:**

#### Level of Clinical Training:

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

#### Rating Scale

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

#### Student Self-Evaluation Rubric

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<b>Criterion</b>	<b>1 Deficits</b>	<b>2 Developing</b>	<b>3 Mastered Basic Skills</b>	<b>4 Outstanding</b>
<b>Counseling Relationship</b>	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant issues. Weakness of relationship makes progress unlikely.	Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including culture, age, SES, education, etc.	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.
<b>Attention to Client Needs</b>	Significant problems attending to client needs and/or issues; counseling progress not likely due to problems in these areas.	Minor problems attending to client needs and/or issues.	Able to match treatment to client needs; adapts treatment to one or more areas of need.	Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of need.
<b>Explain Practice Policies</b>	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.	Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies.	Explains basic practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to build basic rapport; understands major practice policies.	Skillful explanation of practice setting rules, fees, rights, confidentiality and its limits; uses opportunity to establish working relationship; good use of self; clearly understands practice policies.
<b>Consent to Treatment</b>	Significant problems with obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed.	Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information.	Explains basic counseling process in words client can understand in order to obtain consent to treat.	Skillful job explaining counseling process in words client can understand in order to obtain consent to treat; uses opportunity to enhance counseling relationship.

<b>Criterion</b>	<b>1 Deficits</b>	<b>2 Developing</b>	<b>3 Mastered Basic Skills</b>	<b>4 Outstanding</b>
<b>Client Assessment</b>	Significant problems with assessment of client and system, missing one or more areas: biopsychosocial history, mental health history, family history; ignores developmental level; obtains only one view of problem.	Minor problems with assessment of client and system, missing 1-2 areas: biopsychosocial history, mental health history, family history; does not adapt to development level; obtains problem description only from certain parties.	Clear assessment of client and system, including biopsychosocial history, mental health history, family history; adapts to development level; obtains problem description from each involved party in room.	Thoughtful assessment of client and system, including biopsychosocial history, mental health history, family history; thoughtful adaptation to development level; obtains problem description from each involved party.
<b>Content VS Process</b>	Mistakes content for significant process issue. Unable to track process and session loses impact due to focus on content.	Sidetracked one or more times with content but at some point, able to return focus to process	Able to distinguish content from process; able to track process while attending to content; does not begin to intervene on content when it is a process issue.	Thoughtful ability to distinguish content from process; able to track process while attending to content and developing at least one intervention that attends to process.
<b>Time Management</b>	Significant problems with time management; session more than 5 minutes over; feels rushed.	Minor problems with timing management; no more than 5 minutes over; may have minor feeling of rush.	Good use of time management from beginning to end of session; ends on time.	Outstanding use of time management from beginning to end of session; no sense of rush.
<b>Psychoeducation and Recovery Services</b>	Significant problems with delivering psychoeducation and recovery information; does not provide any information or provides incorrect information.	Minor problems with delivering psychoeducation and recovery information and/or insufficient information imparted.	Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of recovery services.	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of recovery services.
<b>Participation in Class Discussions</b>	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.

<b>Criterion</b>	<b>1 Deficits</b>	<b>2 Developing</b>	<b>3 Mastered Basic Skills</b>	<b>4 Outstanding</b>
<b>Writing Ability and APA</b>	Shows no knowledge of APA formatting	Student jumps around in formatting and content	Cohesive paper in mostly APA formatting	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.

**Faculty Evaluation on Student**

**Date:**

**Counselor:**

**Evaluator/Instructor:**

**Level of Clinical Training:**

- Practicum

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

**Rating Scale**

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

Criterion	1 Deficits	2 Developing	3 Mastered Basic Skills	4 Outstanding
<b>Evaluation of Counseling Relationship and Role</b>	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key issues and client acceptance of goals.	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; attention to issues and client acceptance of goals.
<b>Evaluation of Personal Reactions</b>	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.
<b>Evaluation of Legal &amp; Ethical Issues</b>	Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.	Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.	Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions.	Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions.
<b>Evaluation of Issues</b>	One or more significant issues not addressed.	Minor problems or missed 1-2 issues.	Clear understanding of issues.	Thoughtful understanding of issues.

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

## Appendix F

**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 ensuring evaluations are turned in on time. The instructor will consult with the site supervisor(s) on a consistent basis, to include the counseling student in the consultation whenever possible. Also taken into consideration is the student's conduct at his/her site(s) (i.e., absences, tardiness, professional demeanor and dress, ability and willingness to receive criticism and feedback). **Make sure your Tk20 logs are all approved by both supervisors (site and university), ensure logs are correct. Confirm that your site supervisor has completed their two observations, midterm, and final evaluations on you. Fill out evaluations on your site and university supervisor on Tk20. Make sure that you turn in your hours document to D2L. Keep that document for your records (See Appendix F).**

CACREP Standards Addressed: \*3.C.11., \*3.E.1., \*3.E.15., \*3.G.7., \*5.C.5., 3.A.11.

**Please see the grading rubric on the next page.**

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

<b>Criterion</b>	<b>Fail 0 Points</b>	<b>Pass 2 points</b>
Completed at least 120 direct hours (CACREP 3.C.11, 3.E.1, 3.E.15, 3.G.7, 5.C.5)	Not Completed	Completed
Completed at least 180 indirect hours	Not Completed	Completed
Completed Site and University Supervision	Not Completed	Completed
Student's Supervisors (site and university) evaluations are completed midterm, and final.	Not Completed	Completed

Student attended all classes and maintained appropriate codes of ethics and professionalism within the class, and on site. (CACREP 3.A.11)	Not Completed	Completed
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**\*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**