



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

Instructor/Contact Information:

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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.

***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

APA 7 resources and Jongsma Treatment Planning resources.

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 2: 1.b. 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
- Section 2: 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- Section 2: 1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- Section 2: 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling KPI
- Section 2: 1.j. technology's impact on the counseling profession
- Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI

- Section 2: 1.l. self-care strategies appropriate to the counselor role
- Section 2: 1.m. the role of counseling supervision in the profession
- Section 2: 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally KPI
- Section 2: 2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- Section 2: 2.c. multicultural counseling competencies KPI
- Section 2: 3.f. systemic and environmental factors that affect human development, functioning, and behavior KPI
- Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- Section 2: 4.a. theories and models of career development, counseling, and decision making KPI
- Section 2: 5.a. theories and models of counseling KPI
- Section 2: 5.c. theories, models, and strategies for understanding and practicing consultation
- Section 2: 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- Section 2: 5.e. the impact of technology on the counseling process
- Section 2: 5.f. counselor characteristics and behaviors that influence the counseling process.
- Section 2: 5.g. essential interviewing, counseling, and case conceptualization skills
- Section 2: 5.j. evidence-based counseling strategies and techniques for prevention and intervention KPI
- Section 2: 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- Section 2: 5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- Section 2: 5.n. processes for aiding students in developing a personal model of counseling
- Section 2: 6.b. dynamics associated with group process and development KPI
- Section 2: 6.d. characteristics and functions of effective group leaders KPI
- Section 2: 7.e. use of assessments for diagnostic and intervention planning purposes KPI
- 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 5C: 1.b. theories and models related to clinical mental health counseling KPI
- Section 5C: 1.e. psychological tests and assessments specific to clinical mental health counseling
- Section 5C: 2.a. roles and settings of clinical mental health counselors
- Section 5C: 2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- Section 5C: 2.c. mental health service delivery modalities within the continuum of care such

as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

- Section 5C: 2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- Section 5C: 2.f. impact of crisis and trauma on individuals with mental health diagnosis
- Section 5C: 2.j. cultural factors relevant to clinical mental health counseling
- Section 5C: 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- Section 5C: 2.l. legal and ethical considerations specific to clinical mental health counseling
- Section 5C: 2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- Section 5C: 3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- Section 5C: 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5C: 3.c. strategies for interfacing with the legal system regarding court-referred clients
- Section 5C: 3.d. strategies for interfacing with integrated behavioral health care professionals
- Section 5C: 3.e. strategies to advocate for persons with mental health issues

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.

Inclusivity

I intend to present material and activities that are respectful. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusivity in this course are encouraged and appreciated.

Confidentiality

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

Academic Dishonesty

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

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

Statement of Disability

Disability Support Services (DSS) provides services to students with disabilities to 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 office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance

You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in a loss of points

and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

Late Work

All papers and assignments must be turned in 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 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

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1-Monday, June 2, 2025-Sunday, June 8, 2025	<ul style="list-style-type: none"> • Class Introductions, Syllabus Review, and Class Instructions • Sign-ups during Supervision for Group Assignment, Multicultural Assignment, and Ethical Dilemma Assignment 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment
2-Monday, June 9, 2025- Sunday, June 15, 2025	<ul style="list-style-type: none"> • Informed Consent Refresher, Paperwork Refresher, Professionalism Refresher • Group Counseling Assignment (3) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • Group Counseling Assignment
3-Monday, June 16, 2025-Sunday, June 22, 2025	<ul style="list-style-type: none"> • Progress Noting Refresher, Crisis Management, Suicide Assessment, and Reporting Agencies • Group Counseling Assignment (3) 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • Group Counseling Assignment
4-Monday June 23, 2025-Sunday, June 29,2025 2.5f, *2.6b, and *2.6d	<ul style="list-style-type: none"> • Treatment Planning Refresher, and Being Teachable with Constructive Feedback • Multicultural Counseling and Role of Counselor (3) Appendix C 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • Multicultural Counseling and Role of Counselor (3) Appendix C
5- Monday, June 30, 2025- Sunday July 6, 2025	<ul style="list-style-type: none"> • Counselor roles in group, agency, and private practice • Multicultural Counseling and Role of Counselor (3) Appendix C <p>Midterm Site Supervisor Evaluations to Tk20</p>	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • Multicultural Counseling and Role of Counselor (3) Appendix C • Midterm Site Supervisor Evaluations to Tk20

Class Dates	Class Topics	Assignments/Reading
6- Monday, July 7, 2025-Sunday, July 13, 2025	<ul style="list-style-type: none"> • Case Conceptualizations Refresher • <i>Ethical Dilemma Case Study (3) Appendix E</i> 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • <i>Ethical Dilemma Case Study (3) Appendix E</i>
7- Monday, July 14, 2025-Sunday, July 20, 2025 2.1b, 2.1c, 2.1g, 2.1j, *2.2a, 2.2b, *2.2c, 5C.2a, and 5C.2k KPI: *2.1k, *2.5a, 2.5g, *2.5j, *5C.1b, and 5C.3b.	<ul style="list-style-type: none"> • Theory, Diagnosis, Environmental Factors, and Cultural Competence • <i>Ethical Dilemma Case Study (3) Appendix E</i> <p>Session Video and Evaluation Form Appendix D Tk20 and D2L</p>	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • <i>Ethical Dilemma Case Study (3) Appendix E</i> • Turn in Session Video and Evaluation Form Appendix D to Tk20 and D2L
8- Monday, July 21, 2025-Sunday, July 27, 2025	<ul style="list-style-type: none"> • Licensing and Professional Organizations • <i>Reflection Paper and Evaluation Appendix G turn into Tk20 and D2L</i> 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • Turn in Reflection Paper and Evaluation Appendix G to Tk20 and D2L
9- Monday, July 28, 2025-Sunday, August 3, 2025 KPI *2.1i, and *5C.1b.	<ul style="list-style-type: none"> • <i>Reflection Paper and Evaluation Appendix G turn into Tk20 and D2L</i> • Self-Care • Wrap up 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00-6:30 pm CST • Do Discussion Board, Post and Comment • Turn in Reflection Paper and Evaluation Appendix G to Tk20 and D2L
10- Monday, August 4, 2025-Sunday, August 7, 2025 *2.1k, 2.1m, 3.J, 3.K, 3.L, and 3.M.	<ul style="list-style-type: none"> • Review and Hours • <i>Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F</i> • <i>Complete student evaluation on site and university supervisors on Tk20</i> • <i>Final Site Supervisor Evaluation</i> • <i>Ethical Dilemma Case Study Appendix E</i> 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Monday 5:00 - 6:30 pm CST • PowerPoints due for Ethical Dilemma Case Study Assignment Appendix E to D2L • Turn in 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F • Complete student evaluation on site and university supervisors on Tk20 • Final Site Supervisor Evaluation completed on Tk20 Ethical Dilemma Case Study Appendix E

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: (15 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: (15 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 and Role of Counselor: (15 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 post-observation meeting with their teaching professor before and after their recorded/observed counseling session. Any skills, strengths, and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. If local, students can opt to have their teaching professor come in person to observe, however, this must align with 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.**

Ethical Dilemma Case Study: (15 pts.):

Students will choose an ethical dilemma in regard to counseling to resolve, one that is relevant to their unique area of concentration/field of study. **Students will turn in their PowerPoint to D2L.** Students must address the pros and cons of utilizing technology within counseling in their presentation, see the grading rubric. Students will be expected to acknowledge ethical and culturally relevant strategies when resolving their ethical dilemmas and maintaining counseling relationships. Students will address the impact that the ethical dilemma may have on the counseling process. Students will be linked to community resources that could assist. Students will utilize the American Counseling Association's (2014) *Code of Ethics*, as well as their state-specific LPC code of ethics. Students will discuss their ethical dilemma case study during group university supervision. **Students will create a PowerPoint that the student will screen share and will talk through their ethical dilemma (See Appendix E for Rubric and Examples) 1i, 3i, 5d, 5e, 5k, and 5C.2l.**

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 F). 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 G).

KPI 2.1i, and 5C.1b.

Assignment Breakdown

Assignment	Points
Discussion Board, and University Supervision *D2L	15
Group Counseling Exercise *D2L	15
Multicultural Counseling and Role of Counselor *D2L	15
Session Video and Skills Evaluation (Counseling Session) *D2L and Tk20	20
Ethical Dilemma Case Study *D2L	15
Completion of 300 Hours and Satisfactory Site Supervisor Evaluations *D2L	10
Reflection Paper and Evaluation *D2L and Tk20	10
Total Points	100

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

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, following state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. ***Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for 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 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](#).

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.)

Week	Points Earned
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
Total Points Earned	Out of 10 points

Appendix B

Group Counseling Exercise:

CACREP Standards Addressed:

KPI 5f, 6b, and 6d

Group Counseling Exercise Rubric: (15 pts.)

Criterion	1	2	3
Introduction <ul style="list-style-type: none">• Introduced the group topic, and theory to be utilized• Went over group informed consent• Explain limits of group confidentiality	Section not addressed.	Section partially addressed.	Section addressed in full.
Facilitation Skills <ul style="list-style-type: none">• Able to keep group on task• Encourages all members to participate• Was able to provide active engagement with the group• Used group facilitation skills effectively (active listening, questioning, modeling, linking, on task, participating encouragement.	Section not addressed.	Section partially addressed.	Section addressed in full.
Intervention or Activity <ul style="list-style-type: none">• Provided appropriate activity• Stated purpose of activity• Executed activity well	Section not addressed.	Section partially addressed.	Section addressed in full.
Wrap up <ul style="list-style-type: none">• Effective summarization by facilitator.	Section not addressed.	Section partially addressed.	Section addressed in full.
Counselor Identity <ul style="list-style-type: none">• Maintained professionalism throughout mock group session.	Section not addressed.	Section partially addressed.	Section addressed in full.

Appendix C

Multicultural Counseling and Role of Counselor:

CACREP Standards Addressed:

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

Multicultural Counseling and Role of Counselor Rubric: (Possible 15 Pts.)

Criterion	1	2	3
Identification of diverse population. <ul style="list-style-type: none">• Identify population.• Statistics of why this population is diverse.	Section not addressed.	Section partially addressed.	Section addressed in full.
Counseling theories and counseling competencies that are effective with your diverse population. <ul style="list-style-type: none">• What theories are effective with your population?	Section not addressed.	Section partially addressed.	Section addressed in full.
Role of the counselor when working with your specific population. <ul style="list-style-type: none">• Professional roles of counselors working with population.• Counselor relationship with human services, integrated behavioral healthcare systems, interagency or interorganizational collaboration/consultation.	Section not addressed.	Section partially addressed.	Section addressed in full.
Types of Counselors <ul style="list-style-type: none">• Different counselor credentials available to work with specific population.	Section not addressed.	Section partially addressed.	Section addressed in full.
Technology <ul style="list-style-type: none">• 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:

We are looking for the number of times each skill below has been demonstrated.

- **Counseling Skills**

- Positive Regard/Genuine /Empathy and Validation.
- Minimal Encouragers/Accents
- Eye Contact/Body Posture/Active Listening
- Appropriately uses Supportive Confrontation
- Uses Silence Appropriately
- Restatements
- Verbal Following
- Paraphrase
- Summary
- Reflection of Feeling
- Reflection of Meaning and Interpretation
- Uses Opened Ended Questions Appropriately and on a Minimal Basis
- Sharing-Feedback/Here-and-Now
- Focusing Statements
- Uses Clarifying Statements
- Observing Themes/Patterns
- Acknowledge Nonverbal Bx
- Reframing Statements
- Appropriate Pacing
- Use of Ethics and Multicultural Competence

- **Theory**

- Assessment Using Theory
- Uses 2 Theoretically Based Techniques
- What theory was used and how did it help manage the session?

- **Inappropriate Items**

- Sympathy/Reassuring
- Advising
- Judging
- Educating/Teaching

- Going for the Solution
- Interrogating
- Lengthy Descriptive Statements
- “Why” questions
- Too many “How does that make you feel?”
- Shifting Topics
- Third Person Counseling - Someone not in session
- Not giving yourself time to think
- Getting ahead of client
- Poor balance of reflections/ questions/ restatements
- Uses Closed Questions
- **Supervision**
 - Open, positive discussion
 - Emotionality in supervision
 - Receptivity to feedback
 - Participation in supervision (bring content)
 - Submission of all materials
 - Adheres to procedure and takes initiative
 - Fulfillment of supervision tasks

Session Summary:

Site Specific Goals/Concerns:

Signature University Supervisor:

Signature Student Supervisee:

Signature of Student's Site Supervisor:

Grading Rubric for the Session Video

Each skill is scored a 0 or a 1, for a total max of 20 points.

Skill
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
Total points out of 20

Student Self-Evaluation

Session Video and Skills Evaluation Form

Please self-evaluate yourself as to how you did during your counseling session. Please be thorough and avoid one worded answers. You are looking for the number of times each skill below has been demonstrated.

- **Counseling Skills**
 - Positive Regard/Genuine /Empathy and Validation.
 - Minimal Encouragers/Accents
 - Eye Contact/Body Posture/Active Listening
 - Appropriately uses Supportive Confrontation
 - Uses Silence Appropriately
 - Restatements
 - Verbal Following
 - Paraphrase
 - Summary
 - Reflection of Feeling

- Reflection of Meaning and Interpretation
- Uses Opened Ended Questions Appropriately and on a Minimal Basis
- Sharing-Feedback/Here-and-Now
- Focusing Statements
- Uses Clarifying Statements
- Observing Themes/Patterns
- Acknowledge Nonverbal Bx
- Reframing Statements
- Appropriate Pacing
- Use of Ethics and Multicultural Competence
- **Theory**
 - Assessment Using Theory
 - Uses 2 Theoretically Based Techniques
 - What theory was used and how did it help manage the session?
- **Inappropriate Items**
 - Sympathy/Reassuring
 - Advising
 - Judging
 - Educating/Teaching
 - Going for the Solution
 - Interrogating
 - Lengthy Descriptive Statements
 - “Why” questions
 - Too many “How does that make you feel?”
 - Shifting Topics
 - Third Person Counseling - Someone not in session
 - Not giving yourself time to think
 - Getting ahead of client
 - Poor balance of reflections/ questions/ restatements
 - Uses Closed Questions
- **Supervision**
 - Open, positive discussion
 - Emotionality in supervision
 - Receptivity to feedback
 - Participation in supervision (bring content)
 - Submission of all materials
 - Adheres to procedure and takes initiative
 - Fulfillment of supervision tasks

Appendix E

Ethical Dilemma Case Study:

CACREP Standards Addressed:

1i, 3i, 5d, 5e, 5k, and 5C.2l.

Ethical Dilemma Case Study Rubric: (Possible 15 Pts.)

Criterion	1	2	3
Telehealth and Using Technology <ul style="list-style-type: none">Detail ethical and culturally relevant strategies when utilizing technology and maintaining counseling relationships.	Section not addressed.	Section partially addressed.	Section addressed in full.
Technology and Counseling Process <ul style="list-style-type: none">Detail how technology can impact the counseling process, positives and negatives.	Section not addressed.	Section partially addressed.	Section addressed in full.
Ethical Dilemma Chosen <ul style="list-style-type: none">Identify Ethical DilemmaUse Codes of ethics to show why it's an ethical dilemma.	Section not addressed.	Section partially addressed.	Section addressed in full.
Ethical Decision-Making Model <ul style="list-style-type: none">Break down the ethical decision-making process identified by code of ethics and describe how you will use this decision-making model moving forward.	Section not addressed.	Section partially addressed.	Section addressed in full.
Solution to Ethical Dilemma <ul style="list-style-type: none">Identify how you will address the ethical dilemma.What interventions will you utilize?Are there any administrative issues to address?Are there any theoretical issues to address?How will you ensure that you remain ethically sound?	Section not addressed.	Section partially addressed.	Section addressed in full.

Appendix F

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.)

Criterion	.5 Improvement Needed	1 Developing	1.5 Proficient	2 Accomplished
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 good attitude.

Appendix G

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	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Counseling Relationship	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.	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant diversity issues. Weakness of relationship makes progress unlikely.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Attention to Client Needs and Diversity	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.	Significant problems attending to client needs and/or diversity issues; counseling progress not likely due to problems in these areas.
Explain 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.	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.	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.
Consent to Treatment	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.	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.
Client Assessment	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.	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.
Content VS Process	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	Mistakes content for significant process issue. Unable to track process and session loses impact due to focus on content.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Psychoeducation and Recovery Services	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.	Significant problems with delivering psychoeducation and recovery information; does not provide any information or provides incorrect information.
Participation in Class Discussions	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 and rarely participates in class discussions and/or does not stay on task.
Writing Ability and APA	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	Shows no knowledge of APA formatting

Faculty Evaluation on Students

Date:

Counselor:

Evaluator/Instructor:

Level of Clinical Training:

- Practicum
- Internship I
- Internship II

Rating Scale

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

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Evaluation of Counseling Relationship and Role	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals.	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Evaluation of Personal Reactions	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context.
Evaluation of Legal & Ethical Issues	Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions.	Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions.	Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.	Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.
Evaluation of Socio- cultural and Equity Issues	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.
Evaluation of Clinical Skill	Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating.	Clear insight into major strengths, weaknesses, effectiveness in session.	Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating.	Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues.
Plan and Priorities	Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process.	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process.	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process.	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and counseling process.
Quality of Writing	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.
Participation in Class Discussions	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 and rarely participates in class discussions and/or does not stay on task.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Professional Identity	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 ability to process professional identity, boundary issues, or self-awareness issues present.
APA Format	No more than one or two minor APA errors; overall, follows general format.	Few and minor APA errors; overall, follows general format.	Numerous APA errors that are distracting; numerous inconsistencies.	Significant problem following APA style; numerous problems in several areas.

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