



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

**Course Title:** Advanced Counseling Skills and Techniques  
**Course Number:** COUN 5283  
**Semester Credits:** 3

**Professor:** Dr. Wendy Helmcamp  
**Office:** Online  
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**Office Hours:** Online

**Semester:** Summer 2022; 10 Weeks  
**Classroom:** Online  
**Class Format:** Online

**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

**Instructor Response Policy:**

During the week (Monday – Friday), I will respond within 12 hours. During holidays and weekends, I will respond within 24 hours. Please do not hesitate to contact me.

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

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of

people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## I. COURSE DESCRIPTION

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

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

## II. COURSE RATIONALE

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

## III. REQUIRED TEXTBOOK

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

## IV. COURSE OBJECTIVES

### Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

Section 2: 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

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: 3.h. a general framework for understanding differing abilities and strategies for differentiated interventions KPI

Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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 KPI**

Section 2: 5.h. developmentally relevant counseling treatment or intervention plans

**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.l. suicide prevention models and strategies

Section 2: 5.n. processes for aiding students in developing a personal model of counseling

Section 2: 7.b. methods of effectively preparing for and conducting initial assessment meetings

Section 2: 7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

Section 2: 7.d. procedures for identifying trauma and abuse and for reporting abuse

**Section 5C: 1.b. theories and models related to clinical mental health counseling KPI**

Section 5C: 2.f. impact of crisis and trauma on individuals with mental health diagnoses

Section 5C: 2.l. legal and ethical considerations specific to 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 KPI**

Section 5C: 3.e. strategies to advocate for persons with mental health issues

## **Learning Objectives**

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

## **V. COURSE EXPECTATIONS**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American

Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

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

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. 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 the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity 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.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about

accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

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

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

## V. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Tuesday, May 31<sup>st</sup>, 2022 – Sunday, June 5<sup>th</sup>, 2022</p> <p>Discussion Board Post and Reply due Sunday, June 5<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review your Syllabus</li> <li>• Class instructions on the discussion board</li> <li>• Section One and Two pages 1-60</li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central</b></li> </ul> <p><b>Go through syllabus and plan out the next 10 weeks. You may work ahead and turn in assignments early.</b></p> <p><b>The meetings on Tuesday evening from 6-7 pm central are MANDATORY, and you are not allowed to miss them. They will be held via zoom.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read</b> Section One and Two pages 1-60</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central</b></li> </ul>

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

<p>2. <b>Week of Monday, June 6<sup>th</sup>, 2022 – Sunday, June 12<sup>th</sup>, 2022</b></p> <p><b>Discussion Board Post and Reply due Sunday, June 12<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Section Three and Four pages 61-102</li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central</b></li> <li>• Work on assignments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Section Three and Four pages 61-102</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central. Section One and Two pages 1-60</b></li> <li>• Work on assignments</li> </ul>
<p>3. <b>Week of Monday, June 13<sup>th</sup>, 2022 – Sunday, June 19<sup>th</sup>, 2022</b></p> <p><b>Discussion Board Post and Reply due Sunday, June 19<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Section Five and Six pages 103-180</li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central</b></li> <li>• Work on assignments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Five and Six pages 103-180</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central. Section Three and Four pages 61-102</b></li> <li>• Work on assignments</li> </ul>
<p>4. <b>Week of Monday, June 20<sup>th</sup>, 2022 – Sunday, June 26<sup>th</sup>, 2022</b></p> <p><b>Discussion Board Post and Reply and Assignment Due Sunday, June 26<sup>th</sup>, 2022</b></p> <p><b>KPI: 2.5a, 2.5g, 2.5j, and 5C.1b.</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central</b></li> <li>• Section Seven and Eight pages 181-214</li> <li>• <b>Theories and Techniques Paper Appendix C turn into Tk20 and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Read</b> Section Seven and Eight pages 181-214</li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central. Section Five and Six pages 103-180</b></li> <li>• <b>Turn in Theories and Techniques Paper Appendix C to Tk20 and D2L</b></li> </ul>
<p>5. <b>Week of Monday, June 27<sup>th</sup>, 2022 – Sunday, July 3<sup>rd</sup>, 2022</b></p> <p><b>Discussion Board Post and Reply due Sunday, July 3<sup>rd</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central</b></li> <li>• Section Nine through 11 pages 215-284</li> <li>• Work on assignments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Mandatory Tuesday Evening Group from 6-7 pm central. Section Seven and Eight pages 181-214</b></li> <li>• <b>Read</b> Section Nine through 11 pages 215-284</li> <li>• Work on assignments</li> </ul>

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

<p>6. Week of Monday, July 4<sup>th</sup>, 2022 – Sunday, July 10<sup>th</sup>, 2022</p> <p>Discussion Board Post and Reply due Sunday, July 10<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• Work on assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• Work on assignments</li> </ul>
<p>7. Week of Monday, July 11<sup>th</sup>, 2022 – Sunday, July 17<sup>th</sup>, 2022</p> <p>Discussion Board Post and Reply and Assignment Due Sunday, July 17<sup>th</sup>, 2022</p> <p><b>KPI: 2.1k, 2.3h, 2.5a, 2.5g, 2.5j, 5C.1b, and 5C.3b.</b></p>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Session Video and Skills Evaluation Form Appendix D turn in to TK 20 and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central. Section Nine through 11 pages 215-284</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Turn in Session Video and Skills Evaluation Form Appendix D to TK 20 and D2L</b></li> </ul>
<p>8. Week of Monday, July 18<sup>th</sup>, 2022 – Sunday, July 24<sup>th</sup>, 2022</p> <p>Discussion Board Post and Reply and Assignment Due Sunday, July 24<sup>th</sup>, 2022</p> <p><b>2.1k, 2.5c, 2.5f, 2.5n, 5C.1b, and 5C.3b.</b></p>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Recorded Transcript Session Appendix E turn into D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Turn in Recorded Transcript Session Appendix E to D2L</b></li> </ul>
<p>9. Week of Monday July 25<sup>th</sup>, 2022 – Sunday, July 31<sup>st</sup>, 2022</p> <p>Discussion Board Post and Reply and Assignment Due Sunday, July 31<sup>st</sup>, 2022.</p> <p><b>KPI 2.1i, and 5C.1b.</b></p>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Reflection Paper and Evaluation Appendix F turn in to TK 20 and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Turn in Reflection Paper and Evaluation Appendix F to TK 20 and D2L</b></li> </ul>
<p>10. Week of Monday, August 1<sup>st</sup>, 2022 – Friday, August 5<sup>th</sup>, 2022</p> <p>Discussion Board Post and Reply and Assignment Due Friday, August 5<sup>th</sup>, 2022.</p> <p>2.1c, <b>2.1i</b>, 2.1j, <b>2.1k</b>, <b>2.3h</b>, 2.3i, <b>2.5a</b>, 2.5c, 2.5d, 2.5f, 2.5g, 2.5h, <b>2.5j</b>, 2.5k, 2.5n, 2.7b, 2.7c, 2.7d, <b>5C.1b</b>, 5C.2f,</p>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Reflection of Mandatory Zoom Meetings Appendix B Turn in to D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Tuesday Evening Group from 6-7 pm central</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Turn in Reflection of Mandatory Zoom Meetings Appendix B to D2L</b></li> </ul>

5C.2l, 5C.3a, and 5C.3b.		
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## VII. EVALUATION AND ASSIGNMENTS

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

**Online Assignments and Comments: (10 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. **The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, except for the last week.** Follow directions to get full points each week. Late work will not be accepted (See Appendix A). 2.1c, 2.1i, 2.1j, 2.1k, 2.3h, 2.3i, 2.5a, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 2.5h, 2.5j, 2.5k, 2.5l, 2.5n, 2.7b, 2.7c, 2.7d, 5C.1b, 5C.2f, 5C.2l, 5C.3a, 5C.3b, and 5C.3e.

**Reflection of Mandatory Zoom Meetings: (24 pts.)** Students must attend all zoom meetings for Summer I. The dates for the meetings are as follows: **May 31, June 7, June 14, June 21, June 28, July 5, July 12, July 19, July 26, and August 2.** Students are **NOT** allowed to miss this meeting as it is a mandatory requirement for this course. **Students will write a one-page reflection paper (use template in D2L) to discuss the zoom meetings.** This is preparation for the mandatory zooms for supervision meetings lasting 90 minutes during their three semesters of clinical hours (Practicum, Internship I, and Internship II). During these meetings, we will review important topics such as theory, techniques, and counseling skills (See Appendix B). 2.1c, 2.1i, 2.1j, 2.1k, 2.3h, 2.3i, 2.5a, 2.5c, 2.5d, 2.5f, 2.5g, 2.5h, 2.5j, 2.5k, 2.5n, 2.7b, 2.7c, 2.7d, 5C.1b, 5C.2f, 5C.2l, 5C.3a, and 5C.3b. **Turn into D2L.**

**Theories and Techniques Paper: (16 pts.)** Students will demonstrate the knowledge gained from the textbook, other textbooks, and academic articles throughout the course. Students must use the foundational theory they will utilize during their recorded mock counseling session. Students must appropriately describe the role of the counselor, the importance of self-awareness, and how to manage themselves within the counseling role. Students must also demonstrate knowledge of how to appropriately observe and assess the client and how to appropriately choose empirical evidence-based techniques. Students must understand the stages of the counseling process based on their theory of choice. Students must demonstrate an understanding of case conceptualization and how to assess and collaborate with the client to create and accomplish goals. **This assignment will be uploaded to Tk20 and D2L (See Appendix C)**  
**KPI: 2.5a, 2.5g, 2.5j, and 5C.1b.**

**Session Video and Skills Evaluation Form: (20 pts.)** Students please review the counseling session outline. Students will record themselves via zoom doing a **20-minute** counseling session with a peer from class. Students must fill out and sign the clinical video or observation consent form for themselves and their mock client. This is to get into the habit of doing it for practicum and internship semesters. This form is located within D2L within the Advanced Counseling Templates and Guides section. Students must fill out the skills evaluation form on themselves. This is a packet and needs to be turned in as a packet. Please fill out digitally, aside from the signature. For this semester, you do not need a site supervisor to sign as you do not have one. Students will address informed consent before beginning the session. The student and mock client must maintain professionalism throughout the session. The content of the session is fictional and needs to be agreed upon before recording the session. Being students, neither one of you are qualified to give actual counseling assistance, so try to avoid topics such as abuse, trauma, etc. **Students will turn in their clinical video or observation consent form, and their skills evaluation packet with their parts filled out and their signature to D2L and Tk20.** Again, students must make sure that there is a beginning with mentioning informed consent, actual theory and technique usage during the session, usage of open-ended questions (not just closed-ended, also known as yes or no questions). Please see the grading rubric for all that needs addressed during the session. **This assignment will be uploaded to Tk20 and D2L (See Appendix D). KPI: 2.1k, 2.3h, 2.5a, 2.5g, 2.5j, 5C.1b, and 5C.3b.**

**Recorded Session Transcript: (20 pts.)** Students will write out the transcript over **5-minutes** of video of their **20-minute** recorded session. Students will need to use the template to see how this is to be accomplished for this assignment. Student will need to identify which counseling skills they utilized during the exchanges. (See Appendix E) **2.1k, 2.5c, 2.5f, 2.5n, 5C.1b, and 5C.3b.**  
**Turn in to D2L.**

**Reflection Paper and Evaluation (10 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 multicultural and diversity issues, reflect on counseling skills, develop a professional development plan, and provide a summary of their semester. **This assignment will be uploaded to Tk20 and D2L (See Appendix F). KPI 2.1i, and 5C.1b.**

1. Online Assignments and Comments	10
2. Reflection of Mandatory Zoom Meetings <b>D2L</b>	24
3. Theories and Techniques Paper <b>TK 20 and D2L</b>	16
4. Session Video and Skills Evaluation Form <b>TK 20 and D2L</b>	20
5. Recorded Session Transcript <b>D2L</b>	20
6. Reflection Paper and Evaluation <b>TK 20 and D2L</b>	10
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Total Points	100

### **Grade Classifications:**

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

## **VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on 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 and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

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

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

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

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

**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 Counseling Program Objectives:**

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

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

**Desire-to-Learn (D2L):** Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

**Important Dates:**

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

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

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

**Online Computer Requirements:** Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

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

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

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

**Alcohol and Drug Policy:** To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

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

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

## **X. RESOURCES**

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

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

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Author.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. [https://www.appi.org/desk-reference-dsm-5-](https://www.appi.org/desk-reference-dsm-5-tr?utm_source=gam&utm_medium=ad&utm_campaign=sidead)

[tr?utm\\_source=gam&utm\\_medium=ad&utm\\_campaign=sidead](https://www.appi.org/desk-reference-dsm-5-tr?utm_source=gam&utm_medium=ad&utm_campaign=sidead)

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

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

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

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

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

<https://www.ncbi.nlm.nih.gov/pmc/>

**XI. APPENDENCIES**

**Appendix A**

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

**CACREP Standards Addressed:**

2.1c, **2.1i**, 2.1j, **2.1k**, **2.3h**, 2.3i, **2.5a**, 2.5c, 2.5d, 2.5e, 2.5f, **2.5g**, 2.5h, **2.5j**, 2.5k, 2.5l, 2.5n, 2.7b, 2.7c, 2.7d, **5C.1b**, 5C.2f, 5C.2l, 5C.3a, **5C.3b**, and 5C.3e.

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

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	Week 1 (1 pt.)	
_____	Week 2 (1 pt.)	
_____	Week 3 (1 pt.)	
_____	Week 4 (1 pt.)	
_____	Week 5 (1 pt.)	
_____	Week 6 (1 pt.)	
_____	Week 7 (1 pt.)	
_____	Week 8 (1 pt.)	
_____	Week 9 (1 pt.)	
_____	Week 10 (1 pt.)	

**Total Points Earned**      \_\_\_\_\_ / 10 points

## Appendix B

### Reflection of Mandatory Zoom Meetings: (24 pts.)

#### CACREP Standards Addressed:

2.1c, 2.1i, 2.1j, 2.1k, 2.3h, 2.3i, 2.5a, 2.5c, 2.5d, 2.5f, 2.5g, 2.5h, 2.5j, 2.5k, 2.5n, 2.7b, 2.7c, 2.7d, 5C.1b, 5C.2f, 5C.2l, 5C.3a, and 5C.3b.

**Turn into D2L.**

**Please view template on D2L.**

### Reflection of Mandatory Zoom Meetings Rubric: (Possible 24 Pts.)

Criterion	5 Improvement Needed	1 Developing	1.5 Proficient	2 Accomplished	Pts
Week 1 May 31 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 2 June 7 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 3 June 14 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 4 June 21 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 5 June 28 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 6 July 5 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 7 July 12 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 8 July 19 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 9 July 26 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
Week 10 August 2 attendance and participation during zoom meeting	Did not attend or participate.	Attended, low participation.	Attended, moderate participation.	Attended, high participation.	
APA 7, Grammar, and Academic Writing	Did not turn in.	Student had a major amount of APA 7, Grammar, or Academic Writing issues.	Student had a moderate amount of APA 7, Grammar, or Academic Writing issues.	Student had a minor amount of APA 7, Grammar, or Academic Writing issues.	
Attitude during zoom meetings	Student's attitude was not teachable. Student did not verbally participate, provide discussion during meetings, or participate in class activities.	Student struggled to have a teachable attitude. Student moderately verbally participated, provided discussion, or participated in class activities.	Student had a teachable attitude. Student did well verbally participating, providing discussion, and participating in class activities.	Student had a teachable attitude. Student did very well verbally participating, providing discussion, and participating in class activities.	
<b>Total Points Awarded</b>		<b>Out of</b>		<b>24</b>	

**Appendix C**

**Theories and Techniques Paper: (16 pts.)**

**Turn in to D2L and Tk20.**

**CACREP Standards Addressed:**

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

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

<b>Criteria</b>	<b>1 Improvement Needed</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>Pts</b>
Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role. <b>5C.1b</b>	Student inaccurately describes the importance of self-awareness or demonstrates boundary violations in depiction of the counseling role.	Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role, but lacks detail or ways to maintain self-awareness.	Appropriately describes an ethical, self-aware approach to counseling that is ethical and multicultural in nature. Student describes multiple ways to maintain self-awareness in the counseling role.	Student demonstrates an exceptional understanding of self-awareness by stating a variety of ways to maintain self-awareness, how a lack of self-awareness can hurt the counseling relationship, and demonstrates commitment to a professional, ethical, multicultural approach.	
Demonstrates knowledge of how to appropriately observe and assess the client and understands how to appropriately choose empirically supported techniques. <b>2.5j</b>	Student does not demonstrate knowledge of how to appropriately observe and assess the client or the importance of choosing empirically supported techniques.	Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of appropriately choosing empirically supported techniques, but parts are missing or incomplete.	Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of appropriately choosing empirically supported techniques.	Describes thorough and specific ways of appropriately observing and assessing the client and understands the importance of appropriately choosing empirically supported techniques, providing examples of techniques that they would choose using their theory.	
Student clearly understands the stages of the counseling process based on their theory of choice. <b>2.5a</b>	Student is missing major stages of the counseling process based on their theory of choice or does not understand steps in their theory of choice.	Student is missing some stages of the counseling process based on their theory of choice.	Student clearly describes the stages of the counseling process based on their theory of choice.	Student clearly describes the stages of the counseling process based on their theory of choice and integrates intake assessment procedures, assessment, case conceptualization, and empirically supported techniques.	
Student demonstrates an understanding of case conceptualization and how to assess and collaborate with the client to create and accomplish goals. <b>2.5g</b>	The student does not have an adequate understanding of appropriate intake process, assessment, or case-conceptualization to help the client accomplish goals.	The student describes appropriate intake processes, and has a clear understanding of client conceptualization, but parts are missing or inadequate to help clients create and accomplish goals.	The student demonstrates an understanding of case conceptualization and how to assess and collaborate with the client to create and accomplish goals.	The student demonstrates a detailed and accurate understanding of case conceptualization and how to assess and collaborate with the client to create and accomplish goals.	
<b>Total points out of 16</b>					

**Appendix D**

**Session Video and Skills Evaluation Form: (20 pts.)**

**Turn in to Tk 20 and D2L.**

**CACREP Standards Addressed:**

**KPI: 2.1k, 2.3h, 2.5a, 2.5g, 2.5j, 5C.1b, and 5C.3b.**

**Session Video and Skills Evaluation Form  
(Form for the Professor)**

	<b>Counseling Skills</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
1	Positive Regard/Genuine /Empathy		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Listening		
4	Active Listening		
5	Silence		
6	Restatements		
7	Verbal Following		
8	Validation		
9	Reflection of Feeling		
10	Reflection of Content		
11	Closed Questions		
12	Open-ended Questions		
13	Sharing-Feedback/Here-and-Now		
14	Requests for Clarification		
15	Paraphrase		
16	Summarization		

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

17	Acknowledge Nonverbal Bx		
18	Selective Attention		
19	Culturally Appropriate Behavior		
20	Pacing		
21	Considering Alternatives		
22	Observing Themes/Patterns		
	<b>Theory</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
23	Assessment Using Theory		
24	Use of Techniques w/ Theory		
25	Managing Session Using Theory		
	<b>Inappropriate Items</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
26	Sympathy/Reassuring		
27	Advising		
28	Judging		
29	Educating/Teaching		
30	Going for the Solution		
31	Interrogating		
33	Lengthy Descriptive Statements		
34	“Why” questions		
35	Too many “How does that make you feel?”		
36	Shifting Topics		
37	Third Person Counseling - Someone not in session		
38	Not giving yourself time to think		
39	Getting ahead of client		
40	Poor balance of reflections/ questions/ restatements		

## Session Video and Skills Evaluation Form (Form for the Student)

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

<i>Counseling Skills</i>	<b>Comments</b>
<i>Positive Regard/Genuine /Empathy</i>	
<i>Minimal Encouragers/Accents</i>	
<i>Eye Contact/Body Posture/Listening</i>	
<i>Active Listening</i>	
<i>Silence</i>	
<i>Restatements</i>	
<i>Verbal Following</i>	
<i>Validation</i>	
<i>Reflection of Feeling</i>	
<i>Reflection of Content</i>	
<i>Closed Questions</i>	
<i>Open-ended Questions</i>	
<i>Sharing-Feedback/Here-and-Now</i>	
<i>Requests for Clarification</i>	
<i>Paraphrase</i>	
<i>Summarization</i>	
<i>Acknowledge Nonverbal Body language</i>	
<i>Selective Attention</i>	
<i>Culturally Appropriate Behavior</i>	
<i>Pacing</i>	
<i>Considering Alternatives</i>	
<i>Observing Themes/Patterns</i>	

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

<b>Theory</b>	<b>Comments</b>
<i>Assessment Using Theory</i>	
<i>Use of Techniques w/ Theory</i>	
<i>Managing Session Using Theory</i>	
<b>Inappropriate Items</b>	<b>Comments</b>
<i>Sympathy/Reassuring</i>	
<i>Advising</i>	
<i>Judging</i>	
<i>Educating/Teaching</i>	
<i>Going for the Solution</i>	
<i>Interrogating</i>	
<i>Lengthy Descriptive Statements</i>	
<i>“Why” questions</i>	
<i>Too many “How does that make you feel?”</i>	
<i>Shifting Topics</i>	
<i>Third Person Counseling - Someone not in session</i>	
<i>Not giving yourself time to think</i>	
<i>Getting ahead of client</i>	
<i>Poor balance of reflections/ questions/ restatements</i>	
<b>Supervision</b>	<b>Comments</b>
<i>Open, positive discussion</i>	
<i>Emotionality in supervision</i>	
<i>Receptivity to feedback</i>	
<i>Participation in supervision (bring content)</i>	
<i>Submission of all materials</i>	
<i>Adherence to procedures</i>	
<i>Fulfillment of supervision tasks</i>	

**Grading Rubric for Session Video (Possible 20 Pts.)**  
**(Form for the Professor)**

<b>Skill</b>	<b>0</b>	<b>1</b>	<b>Pts</b>
Goes over informed consent			
Establishes rapport with the client			
Explores problem(s)			
Attends to basic needs of the client			
Congruent verbal and nonverbal behavior			
Uses active listening			
Uses closed-ended questions			
Uses open-ended questions			
Is able to summarize what the client is saying			
Introduces reframing skills			
Has empathic attunement			
Has positive body language and posture			
Confronts the client when needed			
Uses self-disclosure appropriately			
Times using interventions appropriately			
Shows counselor confidence			
Shows multicultural understanding			
Adheres to ethical and legal standards			
Summarizes session before wrapping up			
Maintains professionalism throughout session			
<b>Total points out of 20</b>			

**Appendix E**

**Recorded Session Transcript: (20 pts.)**

**Turn in to D2L.**

**CACREP Standards Addressed:**

**2.1k, 2.5c, 2.5f, 2.5n, 5C.1b, and 5C.3b.**

**Recorded Session Transcript Grading Rubric (Possible 20 pts.)**

<b>Criteria</b>	<b>1 Improvement Needed</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>Pts</b>
<b>Student provided transcript for their session.</b>	Student provided an incomplete transcript.	Student provided a transcript with major errors.	Student provided a transcript with minor errors.	Student provided a transcript with no errors.	
<b>Student provided counselor, client, and skill identification.</b>	Student provided one of the three necessary (counselor, client, and skill).	Student provided two of the three necessary (counselor, client, and skill).	Student provided all of the three necessary (counselor, client, and skill).	Student provided all of the three necessary (counselor, client, and skill), with minor errors of template usage.	
<b>Student showed insight into skill identification.</b>	Student only identified some skill identifications.	Student identified all skills identifications with major errors.	Student identified all skills identifications with moderate errors.	Student identified all skills identifications with minor errors.	
<b>Student identified theory and technique utilized.</b>	Student identified theory or technique, but not both, and was incorrect.	Student identified theory or technique, but not both, and was correct.	Student identified theory and technique but was incorrect.	Student identified theory and technique and was correct.	
<b>Student followed the template</b>	Student did not follow the template.	Student had major errors throughout assignment.	Student had moderate errors throughout the assignment.	Student had minor errors throughout the assignment.	
<b>Total points out of 20</b>					

**Appendix F**

**Reflection Paper and Evaluation (10 pts.)**

**Turn in to TK 20 and D2L.**

**CACREP Standards for the assignment.**

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

**Use template in D2L.**

**Rubric for how you will evaluate yourself.**

**Live Interview Evaluation Rubric  
 Clinical Mental Health Counseling, Version 1.2**

**Date:** \_\_\_\_\_

**Counselor:** \_\_\_\_\_

**Evaluator/Instructor:** \_\_\_\_\_

**Level of Clinical Training:**

- Pre-clinical training; coursework only  
 0-12 months  12-24 months  2+ years

**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	NA	Points Awarded
<b>Counseling Relationship</b>	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.	Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant diversity issues. Weakness of relationship		

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

			culture, age, SES, education, etc.	makes progress unlikely.		
<b>Attention to Client Needs and Diversity</b>	Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Able to match treatment to client needs; adapts treatment to one or more areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Minor problems attending to client needs and/or diversity issues.	Significant problems attending to client needs and/or diversity issues; counseling progress not likely due to problems in these areas.		
<b>Explain Practice Policies</b>	Skillful explanation of practice setting rules, fees, rights, confidentiality, and its limits; uses opportunity to establish working relationship; effective 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.		
<b>Consent to Treatment</b>	Skillful job explaining counseling process in words client can understand in order to obtain consent to treat; uses opportunity to enhance counseling relationship.	Explains basic counseling process in words client can understand in order to obtain consent to treat.	Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information.	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.		
<b>Client Assessment</b>	Thoughtful assessment of client and	Clear assessment of client and system, including	Minor problems with assessment of	Significant problems with assessment of		

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

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

	peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	leading role. Some active participation in class discussions. Sometimes deviates from	leading role. Minimal participation in class discussions. Sometimes deviates from task	class discussions and/or does not stay on task.		
<b>Writing Ability and APA</b>	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.	Cohesive paper in mostly APA formatting	Student jumps around in formatting and content	Shows no knowledge of APA formatting		
<b>Total Points Out of 10</b>						

**Rubric for How I will Evaluate You**

**Live Interview Evaluation Rubric  
Clinical Mental Health Counseling, Version 1.2**

Date: \_\_\_\_\_  
Counselor: \_\_\_\_\_  
Evaluator/Instructor: \_\_\_\_\_

**Level of Clinical Training:**  
 Pre-clinical training; coursework only  
 0-12 months  12-24 months  2+ years

**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	NA	Points Awarded
Evaluation of Counseling	Outstanding evaluation of	Clear evaluation of counseling	Minor problems with evaluation	Significant problems with		

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

<b>Relationship and Role</b>	counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.	relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals.	of relationship, client responsiveness; misses minor issues.	evaluation of relationship, client responsiveness; misses critical issues.		
<b>Evaluation of Personal Reactions</b>	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context.		
<b>Evaluation of Legal &amp; Ethical Issues</b>	Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions.	Clear analysis of attention to legal, ethical issues; able to identify any serious issues and how to manage better in future; able to provide rationales for ethical decisions.	Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.	Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.		
<b>Evaluation of Socio-cultural and Equity Issues</b>	Thoughtful understanding of diversity, equity, and advocacy issues. Includes some proposed advocacy effort.	Clear understanding of diversity and equity and advocacy issues.	Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy.	One or more significant issues not addressed.		
<b>Evaluation of Clinical Skill</b>	Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating.	Clear insight into major strengths, weaknesses, effectiveness in session.	Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating.	Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues.		
<b>Plan and Priorities</b>	Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process.	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process.	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process.	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and		

Midwestern State University  
COUN 5283 Advanced Counseling Skills and Techniques

				counseling process.		
<b>Quality of Writing</b>	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.		
<b>Participation in Class Discussions</b>	Consistently, actively supports, engages, listens, and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.		
<b>Professional Identity</b>	Demonstrates vast understanding of self within professional identity and the complexities of boundaries.	Demonstrates basic understanding of self within professional identity and the complexities of boundaries.	Minor problems navigating professional identity, boundaries, and the self.	Limited ability to process professional identity, boundary issues, or self-awareness issues present.		
<b>APA Format</b>	No more than one or two minor APA errors; overall, follows general format.	Few and minor APA errors; overall, follows general format.	Numerous APA errors that are distracting; numerous inconsistencies.	Significant problem following APA style; numerous problems in several areas.		
<b>Total Out of 10</b>						

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