



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

Course Title: Practicum in School Counseling
Course Number: COUN 5813
Semester Credits: 3

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Office Hours: 8:30-10:30 am Monday-Thursday (aside from holidays) in office and via zoom

Semester: Fall 2021 16 Weeks
Classroom: Online
Class Format: Online

In this Syllabi you will find:

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

Instructor Response Policy:

During the week (Monday – Friday), I will respond within 12 hours. During holidays and weekends, I will respond within 24 hours. I respond to my email wendy.helmcamp@msutexas.edu consistently. 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.

I. COURSE DESCRIPTION

Designed as the culminating experience in the counseling program; provides 160 clock hours of school counseling experience under the supervision of experienced personnel. Required for the student seeking certification as a school counselor. School Counseling students will be required to enroll in 3 hours of Practicum. This course will require hybrid delivery.

Course must be repeated if a grade of B or better is not attained.

Prerequisites: Must have completed 39 hours, including COUN 5253, COUN 5273, and COUN 5283.

II. COURSE RATIONALE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. In this class students will obtain the required direct and indirect counseling hours in a supervised setting and will demonstrate knowledge and skills to prepare them for the field of counseling. This course meets the 160-hour practicum required by TEA for students seeking school counselor certification.

III. REQUIRED TEXTBOOK

Liability Insurance: Students must retain their own liability insurance before the start of the semester. Students may use organizations like HPSO or CPH who 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.

Required Texts:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.) DSM 5
Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). The Texas model for comprehensive school counseling programs (5th ed.). Texas Counseling Association.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

- 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
- 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 1.j. technology's impact on the counseling profession
- 1.k. strategies for personal and professional self-evaluation and implications for practice
- 1.m. the role of counseling supervision in the profession
- 3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)

- 5.c. theories, models, and strategies for understanding and practicing consultation
- 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 5.e. the impact of technology on the counseling process
- 5.f. counselor characteristics and behaviors that influence the counseling process
- 5.g. essential interviewing, counseling, and case conceptualization skills
- 5.h. developmentally relevant counseling treatment or intervention plans
- 5.i. development of measurable outcomes for clients
- 5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)
- 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- 5.l. suicide prevention models and strategies
- 5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 5.n. processes for aiding students in developing a personal model of counseling
- 6.b. dynamics associated with group process and development
- 6.c. therapeutic factors and how they contribute to group effectiveness
- 6.d. characteristics and functions of effective group leaders
- 6.e. approaches to group formation, including recruiting, screening, and selecting members
- 7.d. procedures for identifying trauma and abuse and for reporting abuse
- 7.e. use of assessments for diagnostic and intervention planning purposes (KPI)
- 9.1.b. theories and models related to clinical mental health counseling (KPI)
- 9.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 9.2.a. roles and settings of clinical mental health counselors
- 9.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 9.2.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
- 9.2.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) (KPI)
- 9.2.i. legislation and government policy relevant to clinical mental health counseling
- 9.2.l. legal and ethical considerations specific to clinical mental health counseling
- 9.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- 9.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 9.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues (KPI)
- 9.3.c. strategies for interfacing with the legal system regarding court-referred clients
- 9.3.d. strategies for interfacing with integrated behavioral health care professionals

TExES Standards and Competencies Addressed:

Domain I: Knowledge of Learners

SC Competency 001 (Human Development and Learning):

001 A. Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.

001 B. Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.

001 C. Demonstrate knowledge of learning theories; how students construct knowledge, acquire skills, and develop strategies for responding effectively to challenges; and how students' development in the various domains can influence learning.

001 D. Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).

001 E. Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria).

001 G. Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.

SC Competency 002 (Diversity and Cultural Competence):

002 A. Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.

002 B. Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity. TEC 239.15.e.2

002 C. Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.

002 D. Demonstrate knowledge of ways to encourage the development of an inclusive learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.

002 E. Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.

002 F. Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access. TEC 239.15.b.6

002 G. Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity.

002 H. Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to support the development of these programs within the school environment.

Domain II: The Comprehensive School Counseling Program

SC Competency 003 (Guidance):

003 A. Apply knowledge of how to analyze various types of data (i.e., process, perception, and outcome) and other information to identify students' strengths and needs in order to inform guidance curriculum development.

003 D. Demonstrate knowledge of the scope and sequence of student competencies in the strategic curricular areas of the guidance curriculum (i.e., intrapersonal effectiveness, interpersonal effectiveness, postsecondary and career readiness, and personal health and safety) and strategies for supporting students in setting and attaining challenging educational, career, personal, and social goals.

003 E. Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.

003 F. Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.

SC Competency 004 (Responsive Services):

004 A. Distinguish between preventive, remedial, and crisis levels of responsive services.

004 B. Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).

004 D. Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.

004 E. Use appropriate methods and procedures for counseling individuals in given situations.

004 F. Use appropriate methods and procedures for group counseling and demonstrate knowledge of group dynamics as well as productive group interaction.

004 H. Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.

004 I. Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.

SC Competency 005 (Individual Planning):

005 A. Demonstrate knowledge of individual educational planning as a component of the developmental school counseling program and how to guide students to help enhance their own educational development.

005 C. Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.

005 E. Apply knowledge of strategies for supporting students in identifying and understanding their abilities, interests, and aptitudes and for assisting all students with programs of study to prepare effectively for secondary and postsecondary educational or employment opportunities.

005 F. Apply knowledge of theories, models, and principles of career development and methods for helping students meet the Texas College, Career, and Military Readiness Standards.

SC Competency 006 (Systems Support):

006 A. Demonstrate knowledge of systems support as a component of a comprehensive school counseling program (e.g., participation on campus-based improvement teams, formation of campus policies and programs to address identified school needs, development of schoolwide programs to promote positive outcomes for students) and the school counselor's role as a change agent in support of systemic improvement.

006 B. Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g., advisory boards, school improvement committees, student support teams, curriculum committees).

006 E. Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

SC Competency 007 (Program Management):

007 A. Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.

007 B. Demonstrate knowledge of the assumptions on which effective and comprehensive school counseling programs are based, including recommended programmatic conditions and resource allocations, and strategies for defining the program's rationale and parameters.

007 C. Apply knowledge of processes and strategies for defining goals and priorities for a comprehensive school counseling program based on various needs assessment strategies and data sources.

007 D. Demonstrate knowledge of the organizational structure and components of an effective and comprehensive school counseling program that is aligned with The Texas Model for Comprehensive School Counseling Programs.

007 E. Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.

007 F. Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.

007 G. Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).

007 H. Demonstrate knowledge of planning and managing tasks that support the activities of the comprehensive school counseling program and the appropriate allocation of time and resources.

Domain III: The Professional School Counselor

SC Competency 008 (Communication, Consultation, and Collaboration):

008 A. Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.

008 B. Demonstrate knowledge of the components of culturally responsive, school-based consultation.

008 E. Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.

SC Competency 009 (Professional Practice):

009 C. Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.

009 E. Apply knowledge of leadership and advocacy strategies to promote a positive school culture and support educational access, equity, inclusiveness, and student success in the school and community.

009 H. Demonstrate knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling and their application in various school counseling contexts.

009 I. Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.

009 J. Recognize emerging issues and trends in school counseling and the legal and ethical implications associated with these issues and trends.

Domain IV: Analysis and Response

SC Competency 010 (Analysis and Response):

010 A. Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, personal, or social need.

010 B. Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.

010 C. Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address an identified student need.

Learning Objectives

1. Students will understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
2. Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
3. Students will understand professional issues relevant to the practice of clinical mental health counseling.

4. Students will use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
5. Students will utilize best practices related to ethical counseling practices and multicultural counseling competencies.
6. Students will complete a minimum of 160 hours of counseling experience in a school setting, of which 60 hours will be direct contact with clients/students.
7. Students will apply a comprehensive developmental counseling program based on the Texas Model.
8. Students will be observed at least three times either live or through video during the semester in direct service to students.
9. Students will engage in group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, course readings and discussions of counseling issues, or minilectures.

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 Code of Ethics (2014), 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 in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

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

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. 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.

COVID: 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.

Practicum: Students must register for a 3-credit hour practicum. **Placements must begin and end in one academic semester (Fall, Spring, Summer) for the duration of at least 10 weeks for summer, and 15/16 weeks for fall and spring.** The practicum is the first experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised setting. A minimum of 160 hours is required for practicum. **To meet the 160 hours of field experience requirement, for summer students must gain a minimum of four (4) direct hours a week, and six (6) indirect hours a week on site. For fall/spring semesters, students must gain at a minimum of three (3) direct hours per week, and four (4) indirect hours per week. 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 students' practicum includes the following:

1. A **minimum** of 160 hours is required for practicum. Of the minimum 160 hours, at least 60 hours must be direct hours and 100 hours must be indirect hours.
2. It is required in practicum that students participate in facilitating a counseling group at their practicum site as part of their 60 direct hours.
 - a. **Policies on banked hours will change beginning August 2018. Students will NO longer be able to bank hours.** As stated in the *2016 CACREP General Accreditation Questions*, "CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600-clock internship requirement" (CACREP, Program *FAQ*'s: <http://www.cacrep.org/for-programs/program-faqs-2/#FAQ24>)
3. A minimum of **one hour per week** of individual on-site supervision from site supervisor each week students are present at the site.
4. An average of **one and one-half hours per week of group supervision** with other students in practicum with University supervisor.
5. Formal evaluations of students' performance will be submitted at the end of the semester by all supervisors (Site, University).
6. Students will conduct three 45-minute counseling sessions with a client. A pre-observation conference must be held with the professor at least 24 hours before the session. The instructor will provide feedback to the student using the MSU Skills Rating form during a post-observation conference. Any skills strengths and deficits will be addressed in

individual supervision 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 video tape at their site, the university supervisor (teaching profession) may video into the session to observe.

VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Monday August 23rd, 2021 – Sunday August 29th, 2021</p> <p style="color: red;">Last days to change schedule or register late</p>	<ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Class Instructions • Liability Insurance • Informed Consent • Progress Noting • Reporting to Agencies 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>2. Week of Monday August 30th, 2021 – Sunday September 5th, 2021</p> <p>TE_xES Competencies: 004 D., E., G., 005: G., 006: B., C., F., G., H.</p>	<ul style="list-style-type: none"> • Utilizing Assessments and Symptoms Checklists • Crisis Intervention • Suicide Assessment • Child and Elderly Abuse • Consultation and School Crisis Procedures and Protocols 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>3. Week of Monday September 6th, 2021 – Sunday September 12th, 2021</p> <p style="background-color: yellow;">Labor Day Monday September 6th, 2021</p> <p>TE_xES Competencies 004: A., C., H., I.; 010: F. 005: A., 006: A., C., D., E., F.</p> <p>KPI: 5.j. 9.3.b</p>	<ul style="list-style-type: none"> • Treatment Planning • Case Conceptualizations • Psychosocial • School Counseling Certification • TE_xES Test • Professional Organizations • Informed Consent and Resource Assignment Appendix B 	<ul style="list-style-type: none"> • Tuesday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment • Turn in Informed Consent and Resource Assignment Appendix B

Class Dates	Class Topics	Assignments/Reading
<p>4. Week of Monday September 13th, 2021 – Sunday September 19th, 2021</p> <p>TExES Competencies 004: A., B., C., E., F., G., H., I., 005: A, B, C, D. E., F.</p>	<ul style="list-style-type: none"> • Self-Awareness • Professional Identity • Texas Model and Comprehensive School Counseling and Guidance Programs 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00- 7:30 • Do Discussion Board, Post, and Comment
<p>5. Week of Monday September 20th, 2021 – Sunday September 26th, 2021</p> <p>Deadline for December graduates to file September 27th, 2021</p> <p>TExES Competencies 002: D., E., F., G. 003: B. 006: G.</p>	<ul style="list-style-type: none"> • ACA Code of Ethics • State Code of Ethics • Rural Ethical Issues • Telehealth Ethics • TCA • ASCA 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00- 7:30 • Do Discussion Board, Post, and Comment • Video #1 Due Appendix C • Video Reflection Paper #1 Due Appendix F
<p>6. Week of Monday September 27th, 2021 – Sunday October 3rd, 2021</p> <p>Deadline for May graduates to file October 4th, 2021</p> <p>TExES Competencies: 004: G. 005: A. G., 006: A., B. C., D., E., F., G., H.</p> <p>KPI: 3.f. 5.j. 9.2.d. 9.3.</p>	<ul style="list-style-type: none"> • Group versus Individual Counseling • Giving and Receiving Feedback 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00- 7:30 • Do Discussion Board, Post, and Comment

Class Dates	Class Topics	Assignments/Reading
<p>7. Week of Monday October 4th, 2021 – Sunday October 10th, 2021</p> <p>TExES Competencies 001: A, B., C., D., E.</p>	<ul style="list-style-type: none"> • Understanding the Self • Children and Stages of Development • Developmentally appropriate counseling strategies 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>8. Week of Monday October 11th, 2021 – Sunday October 17th, 2021</p> <p>TExES Competency 002: A, C., D., E., F., G., Competency 003: A., D., E.</p>	<ul style="list-style-type: none"> • Multicultural Counseling • Working with Diverse Populations • Multicultural Counseling Competencies 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>9. Week of Monday October 18th, 2021 – Sunday October 24th 2021</p> <p>3.f. 5.j. 7.e., 9.1.b. and 9.3.b.</p> <p>TExES Competencies:010 A., B., C., F.</p>	<ul style="list-style-type: none"> • Ethics • ASCA Code of Ethics 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>10. Week of Monday October 25th, 2021 – Sunday October 31st, 2021</p> <p>TExES Competency 004. G; 006: G.</p>	<ul style="list-style-type: none"> • Counseling Philosophy • Role of the Counselor and Referral Processes 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment • Video #2 Due Appendix C • Video Reflection Paper #2 Due Appendix F
	<ul style="list-style-type: none"> • Leadership Style 	

Class Dates	Class Topics	Assignments/Reading
<p>11. Week of Monday November 1st, 2021 – Sunday November 7th, 2021</p> <p>TEExES Competencies 002: C., D., E.F., G.</p>	<ul style="list-style-type: none"> • How to support special education services 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>12. Week of Monday November 8th, 2021 – Sunday November 14th 2021</p>	<ul style="list-style-type: none"> • Review • Advocacy for all students, and underserved students 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>13. Week of Monday November 15th, 2021 – Sunday November 21st, 2021</p> <p>TEExES Competency 007: D., F., G., H.</p>	<ul style="list-style-type: none"> • Reflection • Analyzing Data in your School Counseling Program 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment
<p>14. Week of Monday November 22nd, 2021 – Sunday November 28th 2021</p> <p>KPI: 5.j. 9.1.b. 9.3.b</p> <p>TEExES Competencies Competency 004: A., C., D.</p>	<ul style="list-style-type: none"> • Paperwork • Advocating for your School Counseling Program • Final Site Supervisor Evaluation 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment • Turn in Final Site Supervisor Evaluation
<p>15. Week of Monday November 29th, 2021 – Sunday December 5th, 2021</p> <p>KPI: 5.j. 9.1.b. 9.2.d. 9.3.b. KPI 1.S., KPI 5.S., KPI 6.K., KPI 6.S.</p>	<ul style="list-style-type: none"> • Final Thoughts • Do Semester Reflection Paper Appendix E • Final Site Supervisor Evaluation 	<ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:00-7:30 • Do Discussion Board, Post, and Comment • Video #3 Due Appendix C • Video Reflection Paper #3 Due Appendix F Turn in

Class Dates	Class Topics	Assignments/Reading
		Semester Reflection Paper Appendix E
16. Week of Monday December 6th, 2021 – Friday December 10th, 2021	<ul style="list-style-type: none"> • Turn in Hours and Site Supervisor Final Evaluations Appendix D 	<ul style="list-style-type: none"> • Turn in Final Site Supervisor Evaluation and Hours Appendix D

VII. EVALUATION AND ASSIGNMENTS

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA 7 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. Video 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. Please arrange your schedule to participate in those meetings, otherwise you will have to make the time up individually with the professor. **(See Appendix A for Rubric).**

Informed Consent, Resource Assignment, and Crisis: (5 pts.) Students will create an informed consent that has everything necessary for a working informed consent form. Students must create two forms, one for adults, and one for minors. Students may seek out examples to create their informed consent but must list all necessary information that is supposed to be within the document not limited to explanation of the nature and purpose of assessment, fees, involvement of third parties, limits of confidentiality, risks, benefits, roles of parties involved, as well as space for signatures to be acquired. Students will create a document for resources local to them and their clients to utilize throughout practicum and internship. Examples of resources: local mental health resources (private practice and agency), Crisis services, doctor’s offices, lawyers, job seeking resources, benefit offices (Social Security, DMV, SNAP Benefits, Medicaid, Medicare, CPS, etc.) **(See Appendix B for Rubric) KPI: 5.j. 9.3.b.**

Three Counseling Sessions & Three Reflection Papers: (20 pts. each for a total of 60 pts.) **Students must turn in their Reflection Paper to Tk20 and submit their video to the professor.** Students also have the option to have the teaching professor (university supervisor) observe their session via telehealth. Students will conduct three 45-minute counseling sessions with a client. The student must have a pre-observation conference with the professor at least 24

hours before the session. The instructor will provide feedback to the student using the MSU Skills Rating form in a post-observation conference. Any skills strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. Students will receive a copy of the rating form. Videos of the counseling sessions are required. **Students may email their video using google drive to the university supervisor due to file size.** For students who are unable to video tape at their site, the teaching professor (university supervisor) may video into the session to observe. Students are required to write a reflection paper on their counseling session identifying their strengths and weaknesses. Please use the Live Interview Evaluation to reflect on your performance. Address all areas listed on the Live Interview Evaluation. APA 7 style is required, and cover pages and references are NOT included in the page count. No abstract is required.

(See Appendix C for Rubric) **Tk20 Link KPI: 5.j. 9.1.b. 9.3.b**

Completion of 160 Hours and Satisfactory Site Supervisor Evaluation (10 pts.): Students are required to complete 160 hours of practicum. 60 hours must be direct service hours, and 100 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the 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. (See Appendix D for Rubric). **3.f. 5.j. 7.e. 9.1.b. 9.3.b., KPI 7.K, KPI 3.K.**

Semester Reflection Paper and Live Interview (10 pts.): Please evaluate your performance overall throughout the semester using the following rubric and paper outline. Your paper must be in APA 7 format. Assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluation from supervisors. There is no page requirement, but please use APA 7 Style (See Appendix E for Rubric). **Tk20 Link KPI: 5.j. 9.1.b. 9.2.d. 9.3.b. KPI 1.S., KPI 5.S., KPI 6.K., KPI 6.S.**

1. Online Assignments and Comments D2L	15
2. Informed Consent, Resource Assignment and Crisis D2L	5
3. Counseling Session #1 & Reflection Paper #1 D2L and Tk20	20
4. Counseling Session #2 & Reflection Paper #2 D2L and Tk20	20
5. Counseling Session #3 & Reflection Paper #3 D2L and Tk20	20
6. Completion of 160 Hours and Satisfactory Site Supervisor Evaluation D2L	10
7. Semester Reflection Paper and Live Interview 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

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. 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.

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 to verify originality and authenticity, and for educational purposes.

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

Midwestern State University Values:

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

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

X. RESOURCES

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

Academia (2021). *About*. Retrieved from <https://academia.edu/>

American Counseling Association (2021). *About* Retrieved from <https://www.counseling.org/>

American Psychological Association (2021). *About*. Retrieved from <https://www.apa.org/>

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). *The Texas model for comprehensive school counseling programs (5th ed.)*. Texas Counseling Association.

XI. APPENDENCIES

Appendix A

Discussion Board and Class Supervision (10 pts.)

CACREP Standards Addressed:

1.b., 1.c., 1.j., 1.k., 1.m., 3.f. (KPI), 5.c., 5.d., 5.e., 5.f., 5.g., 5.h., 5.i., 5.j. (KPI), 5.k., 5.l., 5.m., 5.n., 6.b., 6.c., 6.d., 6.e., 7.d., 7.e. (KPI), 9.1.b. (KPI), 9.1.c., 9.2.b., 9.2.c., 9.2.d. (KPI), 9.2.i., 9.2.l., 9.2.m., 9.3.a., 9.3.b. (KPI), 9.3.c., 9.3.d.

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

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

<i>Points Earned</i>	<i>Week</i>	<i>Comments</i>
_____	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)	
_____	Week 11 (1 pt)	
_____	Week 12 (1 pt)	
_____	Week 13 (1 pt)	
_____	Week 14 (1 pt)	
_____	Week 15 (1 pt)	

Total Points Earned _____ / 15 points

Appendix B

Informed Consent, Resource Assignment, and Crisis (5 pts.)

CACREP Standards Addressed:

KPI: 5.j. 9.3.b.

Rubric of Informed Consent and Resource Assignment, and Crisis (Possible 5 Pts.)

Criterion	.25 Improvement Needed	.5 Developing	.75 Proficient	1 Accomplished	Points
Informed Consent	Student did not address the informed consent.	Student partially addressed the informed consent.	Student addressed the informed consent.	Student exceptionally addressed the informed consent.	
Nature, Purpose of Service Provided, and Parties Involved (counselor and client)	Student did not address the nature, purpose of service provided, or parties involved.	Student partially addressed the nature, purpose of service provided, or parties involved.	Student addressed the nature, purpose of service provided, or parties involved.	Student exceptionally addressed the nature, purpose of service provided, or parties involved.	
Third Party and Confidentiality	Student did not address third party and confidentiality.	Student partially addressed third party and confidentiality.	Student addressed third party and confidentiality.	Student exceptionally addressed third party and confidentiality.	
Risks, Benefits, and Signatures	Student did not address risk, benefits, and signatures.	Student partially addressed risk, benefits, and signatures.	Student addressed risk, benefits, and signatures.	Student exceptionally addressed risk, benefits, and signatures.	
Resource Document	Student did not address the resource document.	Student partially addressed the resource document.	Student addressed the resource document.	Student exceptionally addressed the resource document.	
Total Points Awarded			Out of	5	

Appendix C

Counseling Session (20 pts.)

CACREP Standards Addressed:

KPI: 5.j. 9.1.b. 9.3.b

Turn this in to D2L and Tk20.

Counseling Session (Possible 20 Pts.)

	Counseling Skills	# of Times Demonstrated	Comments
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
 Dr. Wendy Helmcamp
 COUN 5813 Practicum School Counseling

17	Acknowledge Nonverbal Bx		
18	Selective Attention		
19	Culturally Appropriate Behavior		
20	Pacing		
21	Considering Alternatives		
22	Observing Themes/Patterns		
	Theory	# of Times Demonstrated	Comments
23	Assessment Using Theory		
24	Use of Techniques w/ Theory		
25	Managing Session Using Theory		
	Inappropriate Items	# of Times Demonstrated	Comments
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		
	Supervision	# of Times Demonstrated	Comments

41	Open, positive discussion		
42	Emotionality in supervision		
43	Receptivity to feedback		
44	Participation in supervision (bring content)		
45	Submission of all materials		
46	Adherence to procedures		
47	Fulfillment of supervision tasks		

MSU Texas Clinical Mental Health Counseling Skills Student Rating Form

Please self-evaluate yourself as to how you did during your counseling session in your reflection paper. Identify your strengths and weaknesses.

<i>Counseling Skills</i>	Comments
<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>	
Theory	Comments
<i>Assessment Using Theory</i>	
<i>Use of Techniques w/ Theory</i>	
<i>Managing Session Using Theory</i>	
Inappropriate Items	Comments
<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>	
Supervision	Comments
<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 Counseling Session

Skill	0	1	Pts
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			
Total points out of 20			

Appendix D

Completion of 160 Hours and Satisfactory Site Supervisor Evaluation (10 Pts.) Please have your site supervisors turn in their final evaluation to Tk20

Students are required to complete 160 hours of practicum. 60 hours must be direct service hours, and 100 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the 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.

CACREP Standards Addressed:

3.f. 5.j. 7.e. 9.1.b. 9.3.b., KPI 7.K, KPI 3.K., KPI SA.S

Completion of 160 Hours and Satisfactory Site Supervisor Evaluations (Possible 10 Pts.)

Criterion	.5 Improvement Needed	1 Developing	1.5 Proficient	2 Accomplished	Points
At least 60 direct hours	Not Completed	Partially Completed	Completed	Completed, with good attitude.	
At least 100 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	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.	
Total Points Awarded			Out of 10 points		

Appendix E

Semester Reflection Paper and Live Interview (10 pts.) Please turn in this assignment to Tk20 link as well as D2L.

Please evaluate your performance over all throughout the semester using the following rubric and paper outline. Your paper must be in APA format. Assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluations from supervisors. The rubric I will use to evaluate you is below. There is no page requirement, but please use APA Style.

CACREP Standards Addressed:

KPI: 5.j. 9.1.b. 9.2.d. 9.3.b. KPI 1.S., KPI 5.S., KPI 6.K., KPI 6.S.

Rubric of Reflection Paper (Possible 10 Pts.)

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
Counseling Relationship	Able to develop strong counseling relationship with client, able to successfully engage participant in	Able to develop working counseling relationship; able to engage participant in majority of	Minor problems developing counseling relationships and connecting with client.	Significant problems with forming counseling relationships. Unable to identify and/or		

Midwestern State University
Dr. Wendy Helmcamp
COUN 5813 Practicum School Counseling

	treatment process. Conveys clear sense of respect for all perspectives.	treatment process. Conveys respect for all perspectives.	Struggles with communicating with client different from self, including culture, age, SES, education, etc.	navigate significant diversity issues. Weakness of relationship makes progress unlikely.		
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 to obtain consent to treat; uses opportunity to enhance	Explains basic counseling process in words client can understand to obtain consent to treat.	Minor problem explaining counseling process 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		

	counseling relationship.			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, and 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.		
Time Management	Outstanding use of time management from beginning to end of session; no sense of rush.	Good 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.		
Psychoeducation and Recovery Services	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate	Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of	Minor problems with delivering psychoeducational and recovery information and/or insufficient information imparted.	Significant problems with delivering psychoeducational and recovery information; does not provide any information or provides		

	knowledge of recovery services.	recovery services.		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		
Total		Out of				10

See how to write your paper below.

Write Your Paper Based on the following Questions and the Rubric Above:

Evaluate your skills by answering the following questions. Cite professional as necessary to support your answer.

1. Evaluate how you developed a *counseling relationship* with clients. How effective were you? How does this fit within your broader understanding of your professional identity? Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*
2. Evaluate your *personal reactions* to the clients and counseling process and how they may have affected treatment dynamics. Include strengths and areas for improvement.
3. Describe and evaluate your *rationales* for (a) choice of theory, (b) assessment approach, and (c) interventions, including an analysis of how these choices fit with client needs. Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*
4. Evaluate your handling of *legal, ethical, and crisis issues*. Include strengths and areas for improvement.
5. Evaluate the *treatment and session outcome of your observed session*. How effective was this session and why? Include strengths and areas for improvement.

6. Evaluate the *larger socio-cultural and equity issues*, including marginalization, racism, sexism, developmental issues, poverty, access to services, etc., that may be affecting your clients at your site. How would you address these in future sessions and/or through advocacy efforts? *Cite professional literature as necessary to support your answer.*
7. Evaluate your overall *clinical skills*. Include strengths and areas for improvement.
8. Develop a *Professional Development Plan* with a prioritized list of areas for improvement with the most critical area listed first. For each area, include a step-by-step plan for improvement.

Typing Instructions: Use APA format

- Include APA 7 coversheet
- APA 7 Headings and Subheadings
- Double-space; use APA paragraph formatting and margins
- Use in-text citations and references as needed to support your ideas,
- APA 7 Reference Page

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)

Midwestern State University
Dr. Wendy Helmcamp
COUN 5813 Practicum School Counseling

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits	N A	Points Awarded
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.		
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 unsupported 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	Clear insight into major strengths,	Vague or unclear	Significant problems		

Midwestern State University
Dr. Wendy Helmcamp
COUN 5813 Practicum School Counseling

	strengths, weaknesses, effectiveness in session, without over- or understating.	weaknesses, effectiveness in session.	description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating.	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.		
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;	Few and minor APA errors; overall, follows general format.	Numerous APA errors that are distracting;	Significant problem following APA style; numerous		

Midwestern State University
 Dr. Wendy Helmcamp
 COUN 5813 Practicum School Counseling

	overall, follows general format.		numerous inconsistencies.	problems in several areas.		
Total		Out of				10

Appendix F

School Counseling Video Reflection Paper

Please turn in these assignments to Tk20 link as well as D2L.

Note there is not a page requirement for your paper, but make sure to address each of the eight items listed below, using the items as headings.

Typing Instructions: Use APA 7 format

- Include APA coversheet
- Use first-level APA heading to clearly identify each section; use italicized words in question for heading; second-level headings optional
- Double-space; use APA paragraph formatting and margins
- Use in-text citations and references as needed to support your answers

1. Briefly describe the *demographics* of your client and the background you have with the client. What session number with client? First session with client? Informed consent explained? What are the client's goals for himself/herself?

2. Evaluate how you developed a *counseling relationship* with client(s). How effective were you? How does this fit within your broader understanding of your professional identity? Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*

3. Evaluate your *personal reactions* to the client(s) and counseling process and how they may have affected treatment dynamics. Include strengths and areas for improvement.

4. Describe and evaluate your *rationales* for (a) choice of theory, (b) assessment approach, and (c) interventions, including an analysis of how these choices fit with client needs. Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*

5. Evaluate your handling of *legal, ethical, and crisis issues*. Include strengths and areas for improvement.

6. Evaluate the *treatment and session outcome of your observed session*. How effective was this session and why? Include strengths and areas for improvement.

7. Evaluate the *larger socio-cultural and equity issues*, including marginalization, racism, sexism, developmental issues, poverty, access to services, etc., that may be affecting your client(s) at your site. How would you address these in future sessions and/or through advocacy efforts? *Cite professional literature as necessary to support your answer.*

8. Evaluate your overall *clinical skills*. Include strengths and areas for improvement.

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