



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

**Course Title:** Internship in School Counseling  
**Course Number:** COUN 5823  
**Semester Credits:** 3

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**Semester:** Spring 2022 16 Weeks  
**Classroom:** Online  
**Class Format:** Online  
**Office Hours:** M-Th 8:30am-10:30am

**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. I respond to my email [wendy.helmcamp@msutexas.edu](mailto: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**

**A post-practicum, supervised, 600 clock-hours (2 - 300 clock-hours), "capstone" clinical experience in which the student refines and enhances basic counseling, knowledge, and**

**skills.** This course may be repeated for credit. This course is designed to incorporate the theoretical and technical aspects of the counseling process. Students will work with real clients in counseling agencies to gain the necessary skills to successfully counsel others in a variety of settings.

Prerequisites: Must have completed all classes including Practicum to start Internship.

## **II. COURSE RATIONALE**

The focus of this course is to help students apply learning from their counseling courses with real clients at the counseling site of their choice. Students will learn about the role of the counselor through work with actual clients, collaboration with other co-workers and interns, and supervision with their site supervisor and university supervisor. The aim of this course is to help students grow into the role of an ethical, culturally competent counselor to help clients meet their counseling and mental health goals.

## **III. REQUIRED TEXTBOOKS**

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

American School Counseling Association. (2019). ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

American School Counselor Association. (2019). The ASCA National Model Implementation Guide, Second Edition. Alexandria, VA: Author.

**Suggested Resources: Up-to-date APA 7 resources, and Jongsma Treatment Planning resources.**

## **IV. COURSE OBJECTIVES**

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

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

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

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

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

- 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients
  - 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.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (KPI)
  - 1.j. technology's impact on the counseling profession
  - 1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)
  - 1.l. self-care strategies appropriate to the counselor role
  - 1.m. the role of counseling supervision in the profession
  - 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (KPI)
  - 2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
  - 2.c. multicultural counseling competencies (KPI)
  - 3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)
  - 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
  - 4.a. theories and models of career development, counseling, and decision making (KPI)
  - 5.a. theories and models of counseling (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.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.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 (KPI)
  - 6.d. characteristics and functions of effective group leaders (KPI)
  - 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)
  - 9.2.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.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

9.2.l. legal and ethical considerations specific to clinical mental health counseling

**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

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

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

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

**Internship:** Students must register for a 6-credit hour internship spanning two semesters. Placements must begin and end in one academic semester (Fall, Spring, Summer) for the duration of at least 10 weeks. The internship is the second and third experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised setting. A minimum of 600 hours is required for Internship (300 each semester). To meet the 600 hours of field experience requirement, students must spend a minimum of 24 hours each week on site. Students must get all placements approved by their professor of record. Additionally, private practice and home or field settings are only approved for Practicum/Internship by the instructor of record. Students must attend **EVERY** group supervision meeting as they are **mandatory**. **These meetings will take place every Tuesday evening from 6:00-7:30 pm.** This is an interactive, “hands-on” class that will require your energy, focus, and respectful participation. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Students will present on cases weekly. Please consider that it is a learning experience for all class members to learn from one another, therefore students are required to give feedback to others. Students are expected to act in the role of a professional consultant at this stage of development in the program. Students will bring a case to each class meeting and be prepared to discuss this case, maintaining client confidentiality. Students will be prepared to participate in group sessions during class meetings. These sessions will be of a personal growth nature. Participation in the group process will be noted on the final grade.

**Please note that meeting the minimal requirements does not guarantee that you will move on to Internship II. Professionalism, dedication, crisis management, ethical behavior, receiving feedback appropriately, and adequate growth as a counselor is extremely important in this class. If you are not ready to move on to Internship II based on skills, site dissatisfaction, or lack of professionalism and interpersonal characteristics, a PICS will be completed. If the skills are remediated by the end of the semester, then the student may move on to Internship II. If the student does not pass the class due to the aforementioned reasons, the student will repeat the course to address deficiencies in performance or interpersonal characteristics. Satisfactory evaluations by both the site supervisor and university supervisor are required to pass the course.**

**The student internship includes the following:**

1. A **minimum** of 600 hours is required for Internship (300 each semester). Of the minimum 300 hours each semester, at least 120 hours must be direct hours, and 180 hours must be indirect hours.
2. **Policies on banked hours will change after June 2021. Students will no longer be able to bank hours.** As stated in the *2016 CACREP standards*, “*Students who complete more than the minimum required direct service hours in Practicum may carry over direct service*

*hours and apply them to Internship direct service hours. This flexibility will remain in effect until June 30, 2021.”*

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 Internship with the university supervisor. This will take place Tuesday evenings from 6:00-7:30 pm.
5. Formal evaluations of students’ performance will be submitted at mid-term and at the end of the semester by all supervisors (site, university).
6. Students will conduct one 45-minute counseling session with a client for each semester of Practicum and Internship. The student must have a pre-observation conference at least 24 hours before the session with the professor. The instructor will provide feedback to the student using the MSU Skills Rating form during the 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 and can be submitted through google drive. For students who are unable to video tape at their site, a site visit for live supervision is required. Or the professor can be videoed into the session via telehealth.

**VI. SEMESTER COURSE OUTLINE**

<b>Class Dates TExES &amp; CACREP Standards</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
<p><b>1. Week of Monday, January 10 – Sunday, January 16, 2022</b></p>	<ul style="list-style-type: none"> <li>• Class Introductions, Syllabus Review, and Class Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• Get Internship Paperwork in order and turned in before gaining hours</li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>2. Week of Monday, January 17 – Sunday, January 23, 2022</b></p> <p><b>TExES: 004F</b></p> <p><b>5m, and 9.2b.</b></p>	<ul style="list-style-type: none"> <li>• Informed Consent Refresher, Paperwork Refresher, Professionalism Refresher</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Denise – Group Activity</b></li> </ul>

Class Dates TExES & CACREP Standards	Class Topics	Assignments/Reading
		<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>3. Week of Monday, January 24 – Sunday, January 30, 2022</b></p> <p><b>TExES: 007A, 003F</b></p>	<ul style="list-style-type: none"> <li>• Progress Noting Refresher, Crisis Management, Suicide Assessment, and Reporting Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Brittany – Group Activity</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>4. Week of Monday, January 31 – Sunday, February 6, 2022</b></p> <p><b>TExES: 003E</b></p> <p><b>KPI: 5f, 6b, and 6d.</b></p>	<ul style="list-style-type: none"> <li>• Treatment Planning Refresher, and Being Teachable with Constructive Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Ashlynn – Group Activity</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>5. Week of Monday, February 7 – Sunday, February 13, 2022</b></p> <p><b>TExES: 001A, 001B, 001C</b></p> <p><b>KPI: 5f, 6b, and 6d.</b></p>	<ul style="list-style-type: none"> <li>• Counselor roles in group, agency, and private practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Jennifer – Group Activity</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>6. Week of Monday, February 14 – Sunday, February 20, 2022</b></p> <p><b>KPI: 5f, 6b, and 6d.</b></p>	<ul style="list-style-type: none"> <li>• Case Conceptualizations Refresher</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Brandice – Group Activity</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>

Class Dates TExES & CACREP Standards	Class Topics	Assignments/Reading
<p><b>7. Week of Monday, February 21 – Sunday, February 27, 2022</b></p> <p><b>TExES: 010A, 010B, 010C, 009C, 007G, 003A, 001G</b></p> <p><b>KPI: 5f, 6b, and 6d.</b></p>	<ul style="list-style-type: none"> <li>• Theory, Diagnosis, Environmental Factors, Cultural Competence</li> <li>• <b>TExES Sample Constructed Response Appendix H</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Denise – School Counselor Interview Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in TExES Sample Constructed Response Appendix H</b></li> </ul>
<p><b>8. Week of Monday, February 28 – Sunday, March 6, 2022</b></p> <p><b>TExES: 009E, 008A, 006A, 007C</b></p> <p><b>1m and 5c.</b></p>	<ul style="list-style-type: none"> <li>• Multicultural Competency and Midterm Evaluations</li> <li>• <b>Midterm Site Supervisor Evaluations to Tk20</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Brittany – School Counselor Interview Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in your Site Supervisors Midterm Evaluation to Tk20</b></li> </ul>
<p><b>9. Week of Monday, March 7 – Sunday, March 13, 2022</b></p> <p><b>TExES: 009H, 008B, 006B, 007B</b></p> <p><b>KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k.</b></p>	<ul style="list-style-type: none"> <li>• Referrals, Community Resources, Consultation, and Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Ashlynn – School Counselor Interview Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>10. Week of Monday, March 14 – Sunday, March 20, 2022</b></p> <p><b>Spring Break</b></p>	<ul style="list-style-type: none"> <li>• Technology in Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>We will meet if students need to gain hours this week.</b></li> </ul>

Class Dates TExES & CACREP Standards	Class Topics	Assignments/Reading
		<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>11. Week of Monday, March 21 – Sunday, March 27, 2022</b></p> <p><b>TExES: 009I, 008E, 006E, 005F</b></p> <p><b>KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k.</b></p>	<ul style="list-style-type: none"> <li>• Licensing, Certifications, Professional Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Jennifer – School Counselor Interview Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>12. Week of Monday, March 28 – Sunday, April 3, 2022</b></p> <p><b>TExES: 009J, 007H, 007F, 007E</b></p> <p><b>KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k.</b></p>	<ul style="list-style-type: none"> <li>• Self-Care</li> <li>• Ethics</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Brandice – School Counselor Interview Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<p><b>13. Week of Monday, April 4 – Sunday, April 10, 2022</b></p> <p><b>TExES: 002A, 002B, 002C, 007D</b></p>	<ul style="list-style-type: none"> <li>• Counseling Philosophy Refresher</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Denise – Multicultural Presentation</b></li> <li>• <b>Brittany – Multicultural Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>

Class Dates TExES & CACREP Standards	Class Topics	Assignments/Reading
<p><b>14. Week of Monday, April 11 – Sunday, April 17, 2022</b></p> <p><b>TExES: 002D, 002E, 002F, 004A, 004B, 004D, 004E, 004H, 004I, 005A, 005C, 005E, 003D</b></p> <p><b>KPI: 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b.</b></p> <p><b>1i, 3i, 5d, 5e, 5k, and 9.2l.</b></p>	<ul style="list-style-type: none"> <li>• Review</li> <li>• <b>Counseling Session Appendix D</b></li> <li>• <b>Turn into Tk 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Ashlynn – Multicultural Presentation</b></li> <li>• <b>Jennifer – Multicultural Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Counseling Session Appendix D</b></li> </ul>
<p><b>15. Week of Monday, April 18 – Sunday, April 24, 2022</b></p> <p><b>TExES: 002G, 002H, 001E, 001D</b></p> <p><b>1i, 3i, 5d, 5e, 5k, and 9.2l.</b></p>	<ul style="list-style-type: none"> <li>• Reflection Papers, Feedback, and Internship II</li> <li>• Mental Health Issues in Schools</li> <li>• <b>Do Reflection Paper with Live Interview Evaluation Appendix G</b></li> <li>• <b>Turn Appendix G into Tk 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Brandice – Multicultural Presentation</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Reflection Paper Appendix G</b></li> </ul>
<p><b>16. Week of Monday, April 25 – Sunday, May 1, 2022</b></p> <p><b>KPI: 1k, 2a, 2c, 3f, 4a, 5a, and 9.1b.</b></p> <p><b>1m, and 5c. Turn into Tk20.</b></p>	<ul style="list-style-type: none"> <li>• <b>Final Assignments, Hour logs, and Paperwork</b></li> <li>• <b>Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F</b></li> <li>• <b>Turn Appendix F into Tk20</b></li> <li>• <b>Final Site Supervisor Evaluation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video Class Supervision Meeting Tuesday 6:00-7:30 pm</b></li> <li>• <b>Turn in Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F</b></li> <li>• <b>Turn in Everything!</b></li> </ul>

## 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 topic. Almost every week students will be required to answer questions about the reading, topic or be asked to reflect on a particular internship experience 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, therefore 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). **3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 9.1b, 9. 2b, 9.2k, and 9.2l.**

**Group Counseling Exercise: (15 pts.)** Students will facilitate a 30-minute group during their group university supervision time during the week. Students will get to choose a topic to cover. Topics could range from psychoeducational, interpersonal process, skill development, cognitive-behavioral, problem solving, or support groups. Students will turn in an outline of their group activity. These groups will not feature fictional personas, and it will be an authentic group with your internship cohort and your group university supervisor. **The university group supervisor will be placing special attention on group ethics** so be sure to address it within your group (See Appendix B for Rubric). **KPI 5f, 6b, and 6d.**

**School Counselor Interview Presentation: (15 pts.)** Students will create and present a PowerPoint including seven slides for a mock school counselor interview presentation.

Slide 1: Title

- Applicant's Name & Photo
- Email Address
- Interested School Level

Slide 2: Program Planning

- Write a SMART Goal based on the level you are interested in.
- How would you implement your goal?

Slide 3: Counseling Services

- List immediate concerns school counselors may address.

Slide 4: Appraisal and Advisement

- How would you promote CCMR (College, Career, and Military Readiness)?

Slide 5: Professional Practices and Responsibilities

- Who would you collaborate with on your campus?
- What Professional Development would you provide for staff/parents/community?

Slide 6: Calendar and Use of Time Analysis

- How would you plan your school counseling program?
- How would you track your time and services?

Slide 7: Ethical Dilemma

- Tell about an ethical dilemma you might face as a school counselor.
- How would you solve the ethical dilemma using an ethical decision-making model?

**(See Appendix E for Rubric). 1i, 3i, 5d, 5e, 5k, and 9.2l.**

**Multicultural Counseling and Role of Counselor: (15 pts.)** Students will choose a diverse population to explore and to create a multicultural counseling PowerPoint presentation. Students will address multicultural counseling theories and counseling competencies. Students will educate their cohort during group university supervision. Students will create a PowerPoint that the professor will screen share, and the student will present their multicultural counseling theories and role of the counselor during the presentation. Students must address the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service, and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. Students will address the different professional counseling credentials available including certification, licensure, and accreditation practices, and standards. Students will highlight how technology has impacted counseling and could assist their diverse population of choice **(See Appendix C for Rubric and Examples)**. **KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k.**

**Counseling Session: (20 pts.)** Students will conduct one 45-minute counseling session with a client for each semester of Practicum and Internship. 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 during the post-observation conference using the MSU Skills Rating form. 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 and can be submitted through google drive. For students who are unable to video tape at their site, a site visit for live supervision is required. The professor may observe through telehealth if needed **(See Appendix D for Rubric)**. **KPI 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b. Please turn in documents to Tk20.**

**Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (5 pts.):** Students are required to obtain 300 total (120 direct counseling hours and 180 indirect hours) in each internship semester for a total of 600 (240 direct hours and 360 indirect hours). Students will receive weekly supervision on-site, and an average of 1.5 hours of group supervision in class. Logs will be turned in at the end of each semester. Please note that students cannot graduate until all hours have been earned and documented. Satisfactory mid-term and final evaluations are also required. These evaluations will be completed by your supervisor at midterm and the end of the semester. Students are responsible for making sure evaluations are turned in on time. The instructor will consult with the site supervisor(s) on a consistent basis, to include the counseling student in the consultation whenever possible. Also taken into consideration is the student's conduct at his/her site(s) (i.e., absences, tardiness, professional demeanor and dress, ability, and willingness to receive criticism and feedback). **YOU CANNOT MOVE ON TO INTERNSHIP**

II/GRADUATION WITHOUT SATISFACTORY EVALUATIONS FROM SITE SUPERVISORS AND THE UNIVERSITY SUPERVISOR (See Appendix F for Rubric). **1m, and 5c. Please turn in time logs to Tk20, and make sure your site supervisor has turned in both midterm and final evaluations.**

**Reflection Paper with Live Interview Evaluation (10 pts.):** Students are required to write a reflection on their internship semester. Please use the Live Interview Evaluation to reflect on your performance this semester. Address all areas listed on the Live Interview Evaluation. APA 7 style is required, and cover pages and references should be included. No abstract is required. Please evaluate your performance overall throughout the semester using the following rubric and paper outline. Your paper must be in APA 7 format. The 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. There is no page requirement, but please use APA 7 Style (See Appendix G for Rubric). **KPI: 1k, 2a, 2c, 3f, 4a, 5a, 5j, and 9.1b. Please turn in documents to Tk20.**

**TEExES Sample Constructed-Response (5 pts).** Students will analyze information provided in exhibits, and citing specific evidence from the exhibits, write a response of approximately 400-600 words in which they:

- identify one important need to address in individual school counseling for the student;
- describe one developmentally appropriate counseling strategy a school counselor could implement to address the need identified;
- explain why the strategy described would be effective in addressing the identified need;
- identify one step the counselor could take to involve others, as appropriate, in implementing the strategy described;
- explain one method the counselor could use to evaluate the effectiveness of the strategy described in addressing the identified need; and
- explain how the response is supported by relevant counseling theory.
- A cover sheet and reference page are not required (See Appendix H for Exhibits and Rubric).

1. Online Assignments and Comments	15
2. Group Counseling Exercise	15
3. School Counselor Interview Presentation	15
4. Counseling Session <b>Tk20</b>	20
5. Multicultural Counseling and Role of Counselor	15
6. Completion of 300 Hours and Satisfactory Site Supervisor Evaluations <b>Tk20</b>	5
7. Reflection Paper <b>Tk20</b>	10
8. TExES Sample Constructed Response	5
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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.).

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>

Texas Education Agency. (2021). *Preparation Manual*.  
[http://www.tx.nesinc.com/Content/StudyGuide/TX\\_SG\\_CRI\\_252.htm](http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_CRI_252.htm)

**XI. SUGGESTED RESOURCES**

Bambrick-Santoyo, P. (2019). *Driven by Data 2.0*. Hoboken, NJ: John Wiley and Sons, Inc.

Curry, J. R., & Milsom, A. (2017). *Career and College Readiness Counseling in P-12 Schools* (2nd ed). New York, NY: Springer Publishing Company.

Hays, D. G. (2017). *Assessment in Counseling: Procedures and Practices* (6th ed). Alexandria, VA: American Counseling Association.

Hays, D. G., & Erford, B. T. (2017). *Developing Multicultural Counseling Competence: A Systems Approach* (3rd ed). New York, NY: Pearson Education, Inc.

Lemov, D. (2015). *Teach Like a Champion 2.0* (2nd ed). Hoboken, NJ: John Wiley and Sons, Inc.

McCormick, C. B., & Scherer, D. G. (2018). *Child and Adolescent Development for Educators* (2nd ed). New York, NY: The Guilford Press.

Remley, T. P., Rock, W. D., & Reed, R. M. (2017). *Legal and Ethical Issues in School Counseling* (4th ed). Alexandria, VA: American School Counselor Association.

Sklare, G. B. (2014). *Brief Counseling That Works* (3rd ed). Thousand Oaks, CA: Corwin Press,

Inc.

Stone, C. (2017). *School Counseling Principles: Ethics and Law*. Alexandria, VA: American School Counselor Association.

Texas Counseling Association (2018). *The Texas Model for Comprehensive School Counseling Programs* (5th ed). Austin, TX: Texas Counseling Association.

Texas Counseling Association (2020). *The Texas Evaluation Model for Professional School Counselors (TEMPSC)* (3rd ed). Austin, TX: Texas Counseling Association.

Vernon, A., & Schimmel, C. J. (2018). *Counseling Children and Adolescents* (5th ed). San Diego, CA: Cognella Academic Publishing.

Young, A., & Kaffenberger, C. (2018). *Making DATA Work* (4th ed.). Alexandria, VA: American School Counselor Association.

Zyromski, B., & Mariani, M. A. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*. Thousand Oaks, CA: Sage Publications, Inc.

**XI. APPENDICES**

**Appendix A**

**Discussion Board and Class Supervision (15 pts.)**

**CACREP Standards Addressed:**

**3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 9.1b, 9. 2b, 9.2k, and 9.2l.**

**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>
_____	<b>Week 1 (1pt)</b>	
_____	<b>Week 2 (1pt)</b>	
_____	<b>Week 3 (1pt)</b>	
_____	<b>Week 4 (1pt)</b>	
_____	<b>Week 5 (1pt)</b>	
_____	<b>Week 6 (1pt)</b>	
_____	<b>Week 7 (1pt)</b>	
_____	<b>Week 8 (1pt)</b>	
_____	<b>Week 9 (1pt)</b>	
_____	<b>Week 10 (1pt)</b>	
_____	<b>Week 11 (1pt)</b>	
_____	<b>Week 12 (1pt)</b>	
_____	<b>Week 13 (1pt)</b>	
_____	<b>Week 14 (1pt)</b>	
_____	<b>Week 15 (1pt)</b>	

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**Total Points Earned**      \_\_\_\_\_ / 15 points

**Appendix B**

**Group Counseling Exercise: (15 pts.)**

**CACREP Standards Addressed:**

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

**Group Counseling Exercise Rubric: (15 pts.)**

<b>Criterion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Pts</b>
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduced the group topic, and theory to be utilized</li> <li>• Went over group informed consent</li> <li>• Explain limits of group confidentiality</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Facilitation Skills</b> <ul style="list-style-type: none"> <li>• Able to keep group on task</li> <li>• Encourages all members to participate</li> <li>• Was able to provide active engagement with the group</li> <li>• Used group facilitation skills effectively (active listening, questioning, modeling, linking, on task, participating encouragement.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Intervention or Activity</b> <ul style="list-style-type: none"> <li>• Provided appropriate activity</li> <li>• Stated purpose of activity</li> <li>• Executed activity well</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Wrap up</b> <ul style="list-style-type: none"> <li>• Effective summarization by facilitator.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Counselor Identity</b> <ul style="list-style-type: none"> <li>• Maintained professionalism throughout mock group session.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Total Points Awarded Out of 15</b>				

**Appendix C**

**Multicultural Counseling and Role of Counselor: (15 pts.)**

**CACREP Standards Addressed:**

**KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k**

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

<b>Criterion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Pts</b>
Identification of diverse population. <ul style="list-style-type: none"> <li>• Identify population.</li> <li>• Statistics of why this population is diverse.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Counseling theories and counseling competencies that are effective with your diverse population. <ul style="list-style-type: none"> <li>• What theories are effective with your population?</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Role of the counselor when working with your specific population. <ul style="list-style-type: none"> <li>• Professional roles of counselors working with population.</li> <li>• Counselor relationship with human services, integrated behavioral healthcare systems, interagency or interorganizational collaboration/consultation.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Types of Counselors <ul style="list-style-type: none"> <li>• Different counselor credentials available to work with specific population.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Technology <ul style="list-style-type: none"> <li>• How technology impacts counseling and could assist counselors in working with your diverse population of choice.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Total Points Awarded Out of 15</b>				

**Appendix D**

**Counseling Session (20 pts.) Please turn in documents to Tk20.**

**CACREP Standards Addressed:**

**KPI 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, 9.2b**

**Counseling Session Rubric (Possible 20 Pts.)**

<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			
Can 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			

**Professor Rating Form**

	<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		
17	Acknowledge Nonverbal Bx		
18	Selective Attention		
19	Culturally Appropriate Behavior		
20	Pacing		
21	Considering Alternatives		
22	Observing Themes/Patterns		

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 Dr. Wendy Helmcamp  
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	<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		
	<b>Supervision</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
41	Open, positive discussion		
42	Emotionality in supervision		
43	Receptivity to feedback		
44	Participation in supervision (bring content)		
45	Submission of all materials		
46	Adherence to procedures		
47	Fulfillment of supervision tasks		

### Student Rating Form

<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>	
<b>Theory</b>	<b>Comments</b>

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

**Appendix E**

**School Counselor Interview Presentation: (15 pts.)**

**CACREP Standards Addressed:**

**1i, 3i, 5d, 5e, 5k, and 9.2l.**

**School Counselor Interview Presentation: (15 pts.) (Possible 15 Pts.)**

<b>Criterion</b>	<b>.5</b>	<b>1.5</b>	<b>2.5</b>	<b>Pts</b>
Program Planning <ul style="list-style-type: none"> <li>A SMART Goal is written, and there is a plan in place for implementation.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Counseling Services <ul style="list-style-type: none"> <li>Immediate concerns are listed that school counselors may address.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Appraisal and Advisement <ul style="list-style-type: none"> <li>There is a plan promoting College, Career, and Military Readiness (CCMR).</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Professional Practice and Responsibilities <ul style="list-style-type: none"> <li>Collaboration and professional development activities are addressed.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Calendar and Use of Time Analysis <ul style="list-style-type: none"> <li>There is a plan for the school counseling program and a way to track the time and services.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
Ethical Decision-Making Model <ul style="list-style-type: none"> <li>An ethical dilemma is presented and broken down using the Ethical Decision-Making Model, along with the code of ethics.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Total Points Awarded Out of 15</b>				

**Appendix F**

**Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (5 Pts.) Please have your site supervisors turn in their midterm and final evaluations to Tk20 as well as your time logs.**

**CACREP Standards Addressed:**

**1m, and 5c.**

**Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Rubric (Possible 5 Pts.)**

<b>Criterion</b>	<b>1</b>	<b>.5</b>	<b>Points</b>
At least 120 direct hours	Completed	Incomplete	
At least 180 indirect hours	Completed	Incomplete	
Completed Site and University Supervision	Complete	Incomplete	
Student's Supervisors (site and university) evaluations are completed midterm, and final.	Complete	Incomplete	
Student maintained appropriate codes of ethics, and professionalism within the class, and on site.	Complete	Incomplete	
<b>Total Points Awarded Out of 5</b>			

**Appendix G**

**Reflection Paper (10 pts.) Please turn in this assignment to Tk20 link as well as D2L.**

Please evaluate your performance overall throughout the semester using the following rubric and paper outline. Your paper must be in APA format. The 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 7 Style.

**CACREP Standards Addressed:**

**KPI: 1.k., 2.a., 2.c., 3.f., 4.a., 5.a., 5.j., and 9.1.b.**

**Reflection Paper Rubric (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
<b>Counseling Relationship</b>	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment	Able to develop working counseling relationship; able to engage participant in majority of treatment	Minor problems developing counseling relationships and connecting with client. Struggles with	Significant problems with forming counseling relationships. Unable to identify and/or navigate		

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	process. Conveys clear sense of respect for all perspectives.	process. Conveys respect for all perspectives.	communicating with client different from self, including culture, age, SES, education, etc.	significant diversity issues. Weakness of relationship 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; 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.		
<b>Consent to Treatment</b>	Skillful job explaining counseling process in words client can understand to obtain consent to treat; uses opportunity to enhance counseling relationship.	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 necessary for		

				client to be fully informed.		
<b>Client Assessment</b>	Thoughtful assessment of client and system, including biopsychosocial history, mental health history, family history; thoughtful adaptation to development level; obtains problem description from each involved party.	Clear assessment of client and system, including biopsychosocial history, mental health history, 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.		
<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.	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.		
<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	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 psychoeducational and recovery information and/or insufficient information imparted.	Significant problems with delivering psychoeducational and recovery information; does not provide any information or provides incorrect information.		

	recovery services.					
<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>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>						

**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)

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		

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<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 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.		
<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	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into		

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		insight into self and counseling process.	counseling process.	self and counseling process.		
<b>Quality of Writing</b>	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant 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>						

## Appendix H

**TExES Standards: TExES: 010A, 010B, 010C, 007G, 003A, 001G**

### TExES Sample Constructed-Response Question

#### General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

#### Sample Assignment

**Use the information in the exhibits to complete the assignment that follows.**

Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately **400–600 words** in which you:

- identify one important need to address in individual school counseling for Jimmy;
- describe one developmentally appropriate counseling strategy a school counselor could implement to address the need you identified;
- explain why the strategy you described would be effective in addressing the identified need;

- identify one step the counselor could take to involve others, as appropriate, in implementing the strategy you described;
- explain one method the counselor could use to evaluate the effectiveness of the strategy you described in addressing the identified need; and
- explain how your response is supported by relevant counseling theory.

### Description of Student

A school counselor receives a referral for Jimmy, a sixth-grade student who has been exhibiting increased behavioral issues at school. Concerns related to Jimmy's social skills and work habits have also been noted by school staff members. In preparation for individual counseling with Jimmy, the counselor reviews additional information.

### Referral Form

School Counseling Referral Form
Student Name: Jimmy T.
Grade: 6
Referred by: S. Nickels, homeroom teacher
Reason for Referral <input checked="" type="checkbox"/> Change in behavior <input checked="" type="checkbox"/> Change in social skills <input checked="" type="checkbox"/> Change in work habits <input checked="" type="checkbox"/> Personal/family concern Additional concerns or information related to this referral:

Jimmy has exhibited increasing difficulties at school. He has engaged in verbal and physical altercations with other students. He typically does not complete or hand in homework assignments or projects, which impacts his grades. Jimmy also does not participate in classroom discussions and often puts his head down on his desk or draws pictures. He has several friends in his classes but has issues getting along with some students. Jimmy scores very high on quizzes and tests in all classes. It should be noted that Jimmy enrolled as a new student this year after living in another state.

Steps taken to address concern (check all that apply)

- Student conference
- Parent/guardian conference
- Discipline referral
- Behavior contract
- Academic support

Have these concerns been discussed with the student's parents/guardians?

Yes, these concerns have been discussed with Jimmy's parents.

Outcome of the discussion:

A conference was held with Jimmy's parents during the first month of school. Jimmy's parents stated that his father was relocated to the area several months ago due to a job opportunity. They reported changes in Jimmy's behavior and social skills at home. His parents mentioned that they have spoken with Jimmy about his behaviors in school and he states, "I am fine." Jimmy has also stated that he misses his previous school and friends and wants to move back. Jimmy has not established any close friends in the neighborhood.

Please rate the severity of this referral on the scale below.

Less Serious			Moderately Serious				Very Serious		
1	2	3	4	5	6	7	8	9	10

### Student Interest Inventory Excerpt

#### Excerpt from Student Interest Inventory

**Name:** Jimmy T.

**Grade:** 6

**Date:** September 26

1. What is your favorite class in school and why?

My favorite class is gym because I enjoy playing games and sports.

2. What is your least favorite class in school and why?

My least favorite class is science because I do not really like some of my classmates and I am usually really bored. My teacher also calls on me sometimes to answer questions and I don't like being put on the spot to speak out loud in front of all my classmates.

3. If you could change anything about school what would it be?

I wish I could pick out people I want to have class with. Some students in my classes are really annoying. I also wish my friends from my other school went to school with me. I really miss them. I would also get rid of homework assignments.

4. What do you want to be when you grow up?

I want to become an electrical engineer or a pharmacist.

5. What are your hobbies outside of school?

I enjoy playing computer games and watching movies.

6. What is a past accomplishment that made you feel proud of yourself?

I felt proud of myself when I won a computer game this week.

### **Excerpt from Classroom Incident Reports**

#### **Excerpts from Jimmy's Classroom Incident Reports**

**(from the assistant principal's notes)**

Wednesday, September 12

Jimmy had difficulty completing the English language arts assignment today. The assignment involved working in groups to brainstorm potential solutions to a problem described in an assigned homework article. Jimmy stated that he preferred to work alone. When Jimmy was asked to try working with his group he stated, "No" and walked out of the classroom. After I spoke with Jimmy, he apologized and said that he did not read the article for homework.

**- English Language Arts Teacher**

Tuesday, September 18

Jimmy demonstrated a strong understanding of math concepts being taught today. I asked him to assist several other students who were having difficulties with the math concepts after he finished the assignment and he agreed. Jimmy worked with the other students until almost the end of class. At the end of class, one student made an inappropriate comment to one of the students that Jimmy was assisting. I intervened and informed the student that his comment was extremely inappropriate, but Jimmy went up to the other student and verbally threatened harm. Both Jimmy and the other student were written up. They agreed not to speak to each other.

**- Math Teacher**

Friday, September 21

Jimmy received a 98 on today's science test. He was the first person in the class to complete the test and I was able to correct it before the end of class. I allowed Jimmy to read a book of his choice while other students finished their tests. Another student made a rude comment to Jimmy in passing. The student got out of his seat and verbally threatened to assault Jimmy. Jimmy lunged at the other student and a physical altercation ensued. The principal was called. Jimmy and the other student each received a three-day in-school suspension.

– **Science Teacher**

Tuesday, September 25

Jimmy was written up today for refusing to complete an assignment in Spanish class. He stated that he was tired, did not feel like completing the assignment, and put his head on his desk throughout the entire class.

– **Spanish Teacher**

Tuesday, October 2

Jimmy refused to work with another student during science class. He stated that he did not like the other student because the student was rude to other classmates. Jimmy walked out of class for several minutes without permission before returning.

– **Science Teacher**

## Scoring Rubric

Score Point	Score Point Description
5	<p>The "5" response reflects a thorough understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"><li>• The response fully addresses all parts of the assignment.</li></ul>

	<ul style="list-style-type: none"><li>• The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills.</li><li>• The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.</li></ul>
4	<p><b>The "4" response reflects a general understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"><li>• The response addresses most or all parts of the assignment.</li><li>• The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.</li><li>• The response provides sufficient evidence, some examples, and generally sound explanations.</li></ul>
3	<p><b>The "3" response reflects a limited understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"><li>• The response addresses at least some of the parts of the assignment.</li><li>• The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills.</li><li>• The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.</li></ul>

2	<p><b>The "2" response reflects little understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"><li>• The response addresses, few, if any, parts of the assignment.</li><li>• The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.</li><li>• The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.</li></ul>
1	<p><b>The "1" response reflects no understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"><li>• The response minimally addresses parts of the assignment.</li><li>• The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.</li><li>• The response provides no evidence.</li></ul>

Texas Education Agency. (2021). Preparation Manual.  
[http://www.tx.nesinc.com/Content/StudyGuide/TX\\_SG\\_CRI\\_252.htm](http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_CRI_252.htm)

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