



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

Course Title: Graduate Internship
Course Number: COUN 6043
Semester Credits: 3

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Semester: Fall 2021 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 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 best help the clients they serve meet their counseling and mental health goals.

III. REQUIRED TEXTBOOK

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

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

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 and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

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

COVID: Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our

community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

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 Thursday 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 or even two cases 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 addressed by the end of the semester, then the student may move on to Internship II. If the student does not pass the class due to the aforementioned reasons, the student will repeat the course to address deficiencies in performance or interpersonal characteristics.

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 Thursday 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

Class Dates	Class Topics	Assignments/Reading
1. August 23-August 29	<ul style="list-style-type: none"> • Class Introductions, Syllabus Review, and Class Instructions • Sign-ups during Supervision for Group Assignment, Multicultural Assignment, and Ethical Dilemma Assignment 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Get Internship Paperwork in order and turned in before gaining hours • Do Discussion Board, Post and Comment
2. August 30–September 5 5m, and 9.2b.	<ul style="list-style-type: none"> • Informed Consent Refresher, Paperwork Refresher, Professionalism Refresher 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment

Class Dates	Class Topics	Assignments/Reading
<p>3. September 6-September 12</p>	<ul style="list-style-type: none"> • Progress Noting Refresher, Crisis Management, Suicide Assessment, and Reporting Agencies 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment
<p>4. September 13-September 19</p> <p>KPI: 5f, 6b, and 6d.</p>	<ul style="list-style-type: none"> • Treatment Planning Refresher, and Being Teachable with Constructive Feedback • Group Counseling Assignment for two (2) Students Appendix B 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment • Group Counseling Assignment for two (2) Students Appendix B
<p>5. September 20-September 26</p> <p>KPI: 5f, 6b, and 6d.</p>	<ul style="list-style-type: none"> • Counselor roles in group, agency, and private practice • Group Counseling Assignment for two (2) Students Appendix B 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment • Group Counseling Assignment for two (2) Students Appendix B
<p>6. September 27-October 3</p> <p>KPI: 5f, 6b, and 6d.</p>	<ul style="list-style-type: none"> • Case Conceptualizations Refresher 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment
<p>7. October 4-October 10</p>	<ul style="list-style-type: none"> • Theory, Diagnosis, Environmental 	

Class Dates	Class Topics	Assignments/Reading
<p style="text-align: center;">KPI: 5f, 6b, and 6d.</p>	<p>Factors, Cultural Competence</p> <ul style="list-style-type: none"> • Mental Health First Aid/Psychological First Aid or <i>The Bridge</i> or Support Group Appendix H 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment • Turn in Mental Health First Aid/Psychological First Aid or <i>The Bridge</i> or Support Group Appendix H
<p style="text-align: center;">8. October 11-October 17</p> <p style="text-align: center;">1m and 5c.</p>	<ul style="list-style-type: none"> • Multicultural Competency and Midterm Evaluations • Midterm Site Supervisor Evaluations to Tk 20 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment • Turn in your Site Supervisors Midterm Evaluation to Tk 20
<p style="text-align: center;">9. October 18-October 24</p> <p style="text-align: center;">KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k.</p>	<ul style="list-style-type: none"> • Referrals, Community Resources, Consultation, and Collaboration • Multicultural Counseling and Role of Counselor for two (2) Students Appendix C 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment • Multicultural Counseling and Role of Counselor for two (2) Students Appendix C
<p style="text-align: center;">10. October 25-October 31</p>	<ul style="list-style-type: none"> • Technology in Counseling • Multicultural Counseling and Role of Counselor for two (2) Students Appendix C 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment • Multicultural Counseling and Role of Counselor for two (2) Students Appendix C

Class Dates	Class Topics	Assignments/Reading
<p style="text-align: center;">11. November 1- November 7</p> <p>KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k.</p>	<ul style="list-style-type: none"> • Licensing, Certifications, Professional Organizations 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Tuesday 6:00-7:30 pm (due to TCA Conference) • Do Discussion Board, Post and Comment
<p style="text-align: center;">12. November 8- November 14</p> <p>KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 9.2a, and 9.2k.</p>	<ul style="list-style-type: none"> • Self-Care • Ethics 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment
<p style="text-align: center;">13. November 15- November 21</p>	<ul style="list-style-type: none"> • Counseling Philosophy Refresher • Ethical Dilemma Case Study for two (2) students Appendix E 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment • Ethical Dilemma Case Study for two (2) students Appendix E
<p style="text-align: center;">14. November 22- November 28</p> <p>KPI: 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b.</p> <p>1i, 3i, 5d, 5e, 5k, and 9.2l.</p>	<ul style="list-style-type: none"> • Review • Ethical Dilemma Case Study for two (2) Students Appendix E • Counseling Session Appendix D • Turn into Tk 20 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Tuesday 6:00-7:30 pm (due to Thanksgiving) • Do Discussion Board, Post and Comment • Turn in Counseling Session Appendix D • Ethical Dilemma Case Study for two (2) Students Appendix E
<p style="text-align: center;">15. November 29- December 5</p> <p>1i, 3i, 5d, 5e, 5k, and 9.2l.</p>	<ul style="list-style-type: none"> • Reflection Papers, Feedback, and Internship II 	<ul style="list-style-type: none"> • Video Class Supervision Meeting Thursday 6:00-7:30 pm • Do Discussion Board, Post and Comment

Class Dates	Class Topics	Assignments/Reading
<p style="text-align: center;">16. December 6- December 12</p> <p>KPI: 1k, 2a, 2c, 3f, 4a, 5a, and 9.1b. 1m, and 5c. Turn into Tk 20.</p>	<ul style="list-style-type: none"> • Final Assignments, Hour logs, and Paperwork • Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F • Turn Appendix F into Tk 20 • Do Reflection Paper with Live Interview Evaluation Appendix G • Turn Appendix G into Tk 20 • Final Site Supervisor Evaluation 	<ul style="list-style-type: none"> • Turn in Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F • Turn in Reflection Paper Appendix G • Turn in Everything!

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. These groups will not feature fictional personas, and it will be an authentic group with your internship cohort and your group university supervisor. Each participant (and supervisor) will be rating each facilitator. **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.**

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 Tk 20.**

Ethical Dilemma Case Study: (15 pts.) Students will choose an ethical dilemma regarding utilizing telehealth therapy to resolve; one that is relevant to their unique area of concentration/field of study. Students will be expected to acknowledge ethical and culturally relevant strategies when utilizing technology and maintaining counseling relationships. Students will address the impact that technology can have on the counseling process. Students will link to community resources that could assist. They will utilize the American Counseling Associations (ACA) code of ethics, as well as the state specific LPC code of ethics. Students will discuss their ethical dilemma case study during university group supervision. Students will create a PowerPoint that the professor will screen share, and the student will present their ethical dilemma. (See Appendix E for Rubric and Examples) **1i, 3i, 5d, 5e, 5k, and 9.2l.**

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) in each internship semester for a total of 600 (240 direct hours and 360 indirect). 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. Hours not earned will result in major grade decreases in semester 1. 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. (See Appendix F for Rubric). 1m, and 5c. Please turn in time logs to Tk 20, 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 are NOT included in the page count. 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 format. Assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluations from supervisors. There is no page requirement, but please use APA Style (See Appendix G for Rubric). KPI: 1k, 2a, 2c, 3f, 4a, 5a, 5j, and 9.1b. **Please turn in documents to Tk 20.**

Mental Health First Aid/Psychological First Aid or The Bridge Documentary or Support Group (5 pts). Students will have an option of three things. The first option is to complete a mental health first aid or psychological first aid training. Students will write a short reflection paper of at least one page detailing their personal experience, opinion, or beliefs about the training that they completed. Cover pages and reference pages are not required. Students will email completion certificate to professor for completion grade (See Appendix H). **5m, and 9.2b.**

The second option is to watch *The Bridge* [2006 Documentary Film by Eric Steel] and write a one-page paper reflecting on its content. Cover pages and references pages are not required. This documentary spans one year of filming at the Golden Gate Bridge in San Francisco, California, in 2004. The film captured several suicides and featured interviews with family and friends of some of the identified people who had thrown themselves from the bridge that year.

The third option is to attend a support group, such as AA, NA, Al-Anon, Al-Ateen, or another type of support group. You can attend either face-to-face or through zoom. Write a one-page reflection paper about your experience. Cover pages and reference pages are not required.

1. Online Assignments and Comments	15
2. Group Counseling Exercise	15
3. Multicultural Counseling and Role of Counselor	15
4. Counseling Session TK 20	20
5. Ethical Dilemma Case Study	15
6. Completion of 300 Hours and Satisfactory Site Supervisor Evaluations TK 20	5
7. Reflection Paper TK 20	10
8. Mental Health First Aid Training/ <i>The Bridge</i> /Support Group	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/>

XI. APPENDENCIES

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.)

Points Earned* *Week* *Comments

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

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.)

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

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.)

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

Appendix D

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

CACREP Standards Addressed:

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

Counseling Session Rubric (Possible 20 Pts.)

Skill	0	1	Pts
Goes over informed consent			
Establishes rapport with the client			
Explores problem(s)			
Attends to basic needs of the client			
Congruent verbal and nonverbal behavior			
Uses active listening			
Uses closed-ended questions			
Uses open-ended questions			
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

	Counseling Skills	# of Times Demonstrated	Comments
1	Positive Regard/Genuine /Empathy		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Listening		
4	Active Listening		
5	Silence		
6	Restatements		
7	Verbal Following		
8	Validation		
9	Reflection of Feeling		
10	Reflection of Content		
11	Closed Questions		
12	Open-ended Questions		
13	Sharing-Feedback/Here-and-Now		
14	Requests for Clarification		
15	Paraphrase		
16	Summarization		
17	Acknowledge Nonverbal Bx		
18	Selective Attention		
19	Culturally Appropriate Behavior		
20	Pacing		
21	Considering Alternatives		
22	Observing Themes/Patterns		

	Theory	# of Times Demonstrated	Comments
23	Assessment Using Theory		
24	Use of Techniques w/ Theory		
25	Managing Session Using Theory		
	Inappropriate Items	# of Times Demonstrated	Comments
26	Sympathy/Reassuring		
27	Advising		
28	Judging		
29	Educating/Teaching		
30	Going for the Solution		
31	Interrogating		
33	Lengthy Descriptive Statements		
34	“Why” questions		
35	Too many “How does that make you feel?”		
36	Shifting Topics		
37	Third Person Counseling - Someone not in session		
38	Not giving yourself time to think		
39	Getting ahead of client		
40	Poor balance of reflections/ questions/ restatements		
	Supervision	# of Times Demonstrated	Comments
41	Open, positive discussion		
42	Emotionality in supervision		
43	Receptivity to feedback		
44	Participation in supervision (bring content)		
45	Submission of all materials		
46	Adherence to procedures		
47	Fulfillment of supervision tasks		

Student Rating Form

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

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

Appendix E

Ethical Dilemma Case Study: (15 pts.)

CACREP Standards Addressed:

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

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

Criterion	1	2	3	Pts
Telehealth and Using Technology <ul style="list-style-type: none"> • Detail ethical and culturally relevant strategies when utilizing technology and maintaining counseling relationships. 	Section not addressed.	Section partially addressed.	Section addressed in full.	
Technology and Counseling Process <ul style="list-style-type: none"> • Detail how technology can impact the counseling process, positives, and negatives. 	Section not addressed.	Section partially addressed.	Section addressed in full.	
Telehealth Ethical Dilemma Chosen <ul style="list-style-type: none"> • Identify Ethical Dilemma • Use Codes of ethics to show why it's an ethical dilemma. 	Section not addressed.	Section partially addressed.	Section addressed in full.	
Ethical Decision-Making Model <ul style="list-style-type: none"> • Break down the ethical decision-making process identified by code of ethics and describe how you will use this decision-making model moving forward. 	Section not addressed.	Section partially addressed.	Section addressed in full.	
Solution to Telehealth Ethical Dilemma <ul style="list-style-type: none"> • Identify how you will address the ethical dilemma. • What interventions will you utilize? • Are there any administrative issues to address? • Are there any theoretical issues to address? • How will you ensure that you remain ethically sound? 	Section not addressed.	Section partially addressed.	Section addressed in full.	
Total Points Awarded Out of 15				

Appendix F

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (5 Pts.) Please have your site supervisor’s turn in their midterm and final evaluations to TK 20 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.)

Criterion	1	.5	Points
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	
Total Points Awarded Out of 5			

Appendix G

Reflection Paper (10 pts.) Please turn in this assignment to TK 20 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. Assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluations from supervisors. The rubric I will use to evaluate you is below. There is no page requirement, but please use APA Style.

CACREP Standards Addressed:

KPI: 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
Counseling Relationship	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		

	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.		
Attention to Client Needs and Diversity	Thoughtful matching of treatment to client needs; thoughtful ability to adapt treatment to most areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Able to match treatment to client needs; adapts treatment to one or more areas of diversity and need, including education, age, culture, religion, SES, sexual orientation, ability, larger system.	Minor problems attending to client needs and/or diversity issues.	Significant problems attending to client needs and/or diversity issues; counseling progress not likely due to problems in these areas.		
Explain Practice Policies	Skillful explanation of practice setting rules, fees, rights, confidentiality, and its limits; uses opportunity to establish working relationship; good use of self; clearly understands practice policies.	Explains basic practice setting rules, fees, rights, confidentiality, and its limits; uses opportunity to build basic rapport; understands major practice policies.	Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming relationship; understands most practice policies.	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems connecting with client; misunderstands numerous practice policies.		
Consent to Treatment	Skillful job explaining counseling process in words client can understand to obtain consent to treat; uses opportunity to enhance 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.		
Client Assessment	Thoughtful assessment of client and system, including biopsychosocial history, mental health history, family history; thoughtful adaptation to development level; obtains problem description from each involved party.	Clear assessment of client and system, including biopsychosocial history, mental health history, and family history; adapts to development level; obtains problem description from each involved party in room.	Minor problems with assessment of client and system, missing 1-2 areas: biopsychosocial history, mental health history, family history; does not adapt to development level; obtains problem description only from certain parties.	Significant problems with assessment of client and system, missing one or more areas: biopsychosocial history, mental health history, family history; ignores developmental level; obtains only one view of problem.		
Content VS Process	Thoughtful ability to distinguish content from process; able to track process while attending to content and developing at least one intervention that attends to process.	Able to distinguish content from process; able to track process while attending to content; does not begin to intervene on content when it is a process issue.	Sidetracked one or more times with content but at some point, able to return focus to process	Mistakes content for significant process issue. Unable to track process and session loses impact due to focus on content.		
Time Management	Outstanding use of time management from beginning to end of session; no sense of rush.	Good use of time management from beginning to end of session; ends on time.	Minor problems with timing management; no more than 5 minutes over; may have minor feeling of rush.	Significant problems with time management; session more than 5 minutes over; feels rushed.		
Psychoeducation and Recovery Services	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate 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.					
Participation in Class Discussions	Consistently, actively supports, engages, listens, and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.		
Writing Ability and APA	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.	Cohesive paper in mostly APA formatting	Student jumps around in formatting and content	Shows no knowledge of APA formatting		
Total Points Out of 10						

See how to write your paper below.

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

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

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

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

Typing Instructions: Use APA format

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

Rubric for How I will Evaluate You
Live Interview Evaluation Rubric
Clinical Mental Health Counseling, Version 1.2

Date: _____
Counselor: _____
Evaluator/Instructor: _____

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

Rating Scale

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

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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Relationship and Role	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.		
Evaluation of Personal Reactions	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Problematic or unsupportable rationales for choice of intervention, theory, assessment approach. Poor analysis of intervention consistency with model, congruency with client's cultural context.		
Evaluation of Legal & Ethical Issues	Outstanding analysis of attention to legal, ethical issues; able to identify points that could have been better dealt with; able to provide thoughtful rationales for ethical decisions.	Clear analysis of attention to legal, ethical issues; able to identify any major issues and how to manage better in future; able to provide rationales for ethical decisions.	Minor problems with analysis of attention to legal, ethical issues; unable to identify one or more problem areas; unclear rationales for ethical decisions.	Significant problems with analysis of attention to legal, ethical issues; unable to identify a critical problem area; poor rationales for ethical decisions.		
Evaluation of Socio-cultural and Equity Issues	Thoughtful understanding of diversity, equity, and advocacy issues. Includes some proposed advocacy effort.	Clear understanding of diversity and equity and advocacy issues.	Minor problems or missed 1-2 issues related to diversity, equity, and/or advocacy.	One or more significant issues not addressed.		
Evaluation of Clinical Skill	Outstanding insight into own strengths, weaknesses, effectiveness in session, without over- or understating.	Clear insight into major strengths, weaknesses, effectiveness in session.	Vague or unclear description of strengths, weaknesses, effectiveness in session. Minor problems over- or understating.	Significant problems assessing own clinical ability or effectiveness. Unable to identify key issues.		
Plan and Priorities	Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process.	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful	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.		
Quality of Writing	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.		
Participation in Class Discussions	Consistently, actively supports, engages, listens, and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.		
Professional Identity	Demonstrates vast understanding of self within professional identity and the complexities of boundaries.	Demonstrates basic understanding of self within professional identity and the complexities of boundaries.	Minor problems navigating professional identity, boundaries, and the self.	Limited ability to process professional identity, boundary issues, or self-awareness issues present.		
APA Format	No more than one or two minor APA errors; 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.		
Total Out of 10						

Appendix H

Mental Health First Aid/Psychological First Aid or *The Bridge* or Support Group (5 pts).

Students have an option of three assignments. They can complete a mental health first aid or psychological first aid training. Students can watch *The Bridge*, which is a documentary film about suicide. Students can attend a support group either virtually or in person. Students will write a short reflection paper of at least one page detailing their personal experience, opinion, or beliefs about their experience. Cover pages and reference pages are not required.

CACREP Standards Addressed:

5m, and 9.2b.

Mental Health First Aid/Psychological First Aid or *The Bridge* or Support Group Rubric (Possible 5 pts).

Criterion	1	0	Points
Did you choose one of the assignments, and tell why you chose that option?	Complete	Incomplete	
Did you address your personal experience, opinion, and beliefs within your one-page reflection?	Complete	Incomplete	
Did you state what you had learned?	Complete	Incomplete	
Is your paper in APA format, and does it contain less than two errors?	Complete	Incomplete	
Is your paper at least one page in length?	Complete	Incomplete	
Total Points Awarded Out of 5			

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