



**COUN 6043 Graduate Internship**  
Midwestern State University  
Gordon T. & Ellen West College of Education

**Instructor/Contact Information:**

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Office: Bridwell Hall 327

Semester: Summer 2022; 10 weeks

Class Times: Online/Zoom Mondays 6-7:30 pm

\*I am available for appointments through Zoom.

Please read and refer to the practicum and internship manual for questions related to sites, supervisors, hours, and other concerns before the beginning of internship.

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

**Prerequisites:** COUN 5293

## **II. COURSE RATIONALE**

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

## **III. REQUIRED TEXTBOOK**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)* DSM V TR

Rosenthal, Howard. (2017). *Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination*. 4<sup>th</sup> ed. New York: Routledge.

## **IV. 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**

LO1. Students will demonstrate characteristics and skills of an effective counselor with clients in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.

LO2. Students will provide ethical, multicultural counseling services to clients at the internship site.

LO3. 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.

LO4. Students will develop a personal model of counseling which includes a theoretical orientation and advanced techniques for change.

LO5. 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:** You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

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

**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.

## VI. EVALUATION AND ASSIGNMENTS

**Discussion Board Posts: (20 points) 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 must answer the weekly Discussion Board Question in three academic paragraphs (which include five sentences each) by **Friday** and comment on at least one other person's response by **Sunday (except the last week is Thursday)**. The discussion board posts are due by Sunday at 11:59 pm at the end of each week.

**Session Video: (20 points) KPI 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b.** Students will conduct one 45-minute counseling session with a client by video. A pre-observation conference must be held with the university supervisor at least 24 hours before the video session is conducted. The university supervisor will provide feedback to the student using the MSU Counseling Skills Observation Form. Any skills' strengths and deficits will be addressed in the post-observation conference following the observed session, in addition to the rating form. Students and site supervisors will receive a copy of the rating form.

**Reflection Paper: (20 points) KPI 1.k., 2.a., 2.c., 3.f., 4.a., 5.a., 5.j., 9.1.b.** Students are required to write a reflection paper on the counseling video session using the template. Please use the Live Interview Evaluation to reflect on your performance. Address all areas listed on the Live Interview Evaluation. APA 7 style is required, including a cover page and reference page. No abstract is required.

**COMPS: (25 points)** Students are required to pass a comprehensive exam as a program completion requirement. The exam will help students prepare for their National Counselor Exam (NCE). The 100 questions will come from the textbook.

**Hour Logs/Evaluations/Participation: 1m, and 5c. (15 points)** 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. Hours not earned will result in major grade decreases. Mid-Term and Final Evaluations are also required. These evaluations will be completed by your supervisor and university supervisor at midterm and at 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 GRADUATION WITHOUT SATISFACTORY EVALUATIONS FROM SITE SUPERVISORS AND THE UNIVERSITY SUPERVISOR.**

**Mid-Term Evaluation & Final Evaluation:** These grades will be based on your mid-term and final evaluations from your site supervisor, as well as your university supervisor. Satisfactory performance at the site is required for the entirety of the semester.

**Participation, Attendance, and Professionalism:** Students must attend **EVERY** class. This is an interactive, "hands-on" class that will require your energy, focus, and respectful participation. Students will meet once a week for the duration of the semester. Please see calendar below for specific class dates. Any classes missed will require a make-up class. If students do not make up the session, their hours will not count for the week of missed supervision. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Student presentations count as part of the participation grade. Students will also 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 cases to each class meeting and be prepared to discuss the cases, 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.

**Course Calendar and Activities:**

Week	CACREP Standards	Topics	Activities/ Assignments
1. Week of Tuesday, May 31 – Sunday, June 5, 2022	1.g. 1.m. 9.2.a.	<ul style="list-style-type: none"> <li>•Informed Consent</li> <li>•Paperwork</li> <li>•Supervision</li> <li>•Professionalism</li> <li>•Assignments will be discussed</li> </ul>	<p>Zoom Meeting – Wednesday 6-7:30 pm Discussion: Introductions, Syllabus</p> <p>Paperwork: Discuss required paperwork for Internship, i.e., Malpractice Insurance, Logs</p> <p>All zoom meetings will be on Mondays from 6-7:30 pm (except Week 1 &amp; 6 which are Wednesdays).</p> <p>Weekly Discussion Board Post &amp; Reply</p>
2. Week of Monday, June 6 – Sunday, June 12, 2022	3.f. KPI	Chapter 3 -Human Growth & Development	<p>Zoom Meeting – Monday 6-7:30 pm</p> <p>Presentation Chapter 3 – Courtney Broady</p> <p>Weekly Discussion Board Post &amp; Reply</p>
3. Week of Monday, June 13 – Sunday, June 19, 2022	2.a. KPI 2.b. 2.c. KPI 5.d.	Chapter 4 – Social & Cultural Diversity	<p>Zoom Meeting – Monday 6-7:30 pm</p> <p>Presentation Chapter 4 – Magen Brown</p> <p>Weekly Discussion Board Post &amp; Reply</p>
4. Week of Monday, June 20 – Sunday, June 26, 2022	3.B. <b>KPI 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b</b>	Chapter 5 – Counseling & Helping Relationships	<p>Zoom Meeting – Monday 6-7:30 pm</p> <p>Presentation Chapter 5 – Crystal Edwards</p> <p><b>Counseling Session Due</b></p> <p>Weekly Discussion Board Post &amp; Reply</p>



<p><b>5.</b> Week of Monday, June 27 – Sunday, July 3, 2022</p>	<p>6.d. KPI 6.b. KPI</p>	<p>Chapter 6 – Group Counseling &amp; Group Work</p>	<p>Zoom Meeting – Monday 6-7:30 pm</p> <p>Presentation Chapter 6 – Mikaela Greathouse</p> <p><b>Remind Supervisor to submit Mid-term Evaluation</b></p> <p>Weekly Discussion Board Post &amp; Reply</p>
<p><b>6.</b> Week of Monday, July 4 – Sunday, July 10, 2022</p>	<p>4.a. KPI</p>	<p>Chapter 7 – Career Development</p>	<p>Zoom Meeting – Wednesday 6-7:30 pm</p> <p>Presentation Chapter 7 – Sara Merlene-Kluth</p> <p>Weekly Discussion Board Post &amp; Reply</p>
<p><b>7.</b> Week of Monday, July 11 – Sunday, July 17, 2022</p>	<p>7.e. KPI</p>	<p>Chapter 8 – Assessment &amp; Testing</p>	<p>Zoom Meeting – Monday 6-7:30 pm</p> <p>Presentation Chapter 8 – Kylie Rejcek</p> <p>Weekly Discussion Board Post &amp; Reply</p>
<p><b>8.</b> Week of Monday, July 18 – Sunday, July 24, 2022</p>	<p>7.e. KPI</p>	<p>Chapter 9 – Research &amp; Program Evaluation</p>	<p>Zoom Meeting – Monday 6-7:30 pm</p> <p>Presentation Chapter 9 – Brandice Snowden</p> <p>Weekly Discussion Board Post &amp; Reply</p>
<p><b>9.</b> Week of Monday, July 25 – Sunday, July 31, 2022</p>	<p>1.b. 1.c. 1.i. KPI 1.j. 9.2.l. 1.l. 3.i. 5.e. 9.2.k.</p>	<p>Chapter 10 – Professional Orientation &amp; Ethical Practice</p>	<p>Zoom Meeting – Monday 6-7:30 pm</p> <p>Presentation Chapter 10 – Jasmine Staton</p> <p>Weekly Discussion Board Post &amp; Reply</p>

<b>10.</b> Week of Monday, August 1 – Thursday, August 4, 2022	<b>1m, and 5c</b> 3.I.J. 3.I.K. 3.I.L. 3.M.  <b>KPI 1.k., 2.a., 2.c., 3.f., 4.a., 5.a., 5.j., 9.1.b.</b>	Chapter 11 – Counseling Families, Diagnosis, Neurocounseling, & Advanced Concepts	Zoom Meeting – Monday 6-7:30 pm  Presentation Chapter 11 – Ashlynn Volek Boot Camp Review – Brittany Zielinski  <b>Reflection Paper Due</b> <b>Hour Log Due</b> <b>COMPS DUE</b> <b>Remind Supervisor to submit Final Evaluation</b>  Weekly Discussion Board Post & Reply
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**Grading Procedures:**

Assignments	Points
Discussion Board Posts	20
Hour Logs/Participation/Evaluations	15
COMPS	25
Session Video/Live Session	20
Reflection Paper with Live Interview Evaluation	20
Total Points	100

Grade	Points
A	100-90
B	89-80
C	79-70 (C's are unacceptable in this program)
D	69-60
F	59 & below

## VII. 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.

## VIII. 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

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

## IX. RESOURCES

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

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

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

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

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

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

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

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

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

## APPENDICES

### Appendix A

#### Counseling Session (20 pts.)

CACREP Standards Addressed:

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

Turn this in to D2L and Tk20.

#### Counseling Session (Possible 20 Pts.)

	Counseling Skills	# of Times Demonstrated	Comments
1	Positive Regard/Genuine /Empathy		
2	Minimal Encouragers/Accents		
3	Eye Contact/Body Posture/Listening		
4	Active Listening		
5	Silence		
6	Restatements		
7	Verbal Following		
8	Validation		
9	Reflection of Feeling		
10	Reflection of Content		
11	Closed Questions		

12	Open-ended Questions		
13	Sharing-Feedback/Here-and-Now		
14	Requests for Clarification		
15	Paraphrase		
16	Summarization		
17	Acknowledge Nonverbal Bx		
18	Selective Attention		
19	Culturally Appropriate Behavior		
20	Pacing		
21	Considering Alternatives		
22	Observing Themes/Patterns		
	<b>Theory</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
23	Assessment Using Theory		
24	Use of Techniques w/ Theory		
25	Managing Session Using Theory		
	<b>Inappropriate Items</b>	<b># of Times Demonstrated</b>	<b>Comments</b>
26	Sympathy/Reassuring		

27	Advising		
28	Judging		
29	Educating/Teaching		
30	Going for the Solution		
31	Interrogating		
33	Lengthy Descriptive Statements		
34	"Why" questions		
35	Too many "How does that make you feel?"		
36	Shifting Topics		
37	Third Person Counseling - Someone not in session		
38	Not giving yourself time to think		
39	Getting ahead of client		
40	Poor balance of reflections/ questions/ restatements		
	<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		



**MSU Texas Clinical Mental Health Counseling Skills Student Rating Form**  
 Please self-evaluate yourself as to how you did during your counseling session.

<b>Counseling Skills</b>	<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>
<i>Assessment Using Theory</i>	
<i>Use of Techniques w/ Theory</i>	
<i>Managing Session Using Theory</i>	
<b>Inappropriate Items</b>	<b>Comments</b>
<i>Sympathy/Reassuring</i>	
<i>Advising</i>	
<i>Judging</i>	
<i>Educating/Teaching</i>	
<i>Going for the Solution</i>	
<i>Interrogating</i>	
<i>Lengthy Descriptive Statements</i>	
<i>"Why" questions</i>	
<i>Too many "How does that make you feel?"</i>	
<i>Shifting Topics</i>	

<i>Third Person Counseling - Someone not in session</i>	
<i>Not giving yourself time to think</i>	
<i>Getting ahead of client</i>	
<i>Poor balance of reflections/ questions/ restatements</i>	
<b>Supervision</b>	<b>Comments</b>
<i>Open, positive discussion</i>	
<i>Emotionality in supervision</i>	
<i>Receptivity to feedback</i>	
<i>Participation in supervision (bring content)</i>	
<i>Submission of all materials</i>	
<i>Adherence to procedures</i>	
<i>Fulfillment of supervision tasks</i>	

### Grading Rubric for Counseling Session

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

## Appendix B

### Reflection Paper and Live Interview (20 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 7 format. Assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your 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: 5.j. 9.1.b. 9.2.d. 9.3.b. KPI 1.S., KPI 5.S., KPI 6.K., KPI 6.S.**

#### Rubric of Reflection Paper (Possible 20 Pts.)

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

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

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

#### Level of Clinical Training:

Pre-clinical training; coursework only

0-12 months  12-24 months  2+ years

#### Rating Scale

**2=Outstanding:** Strong mastery of skills and thorough understanding of concepts

**1.5=Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident

**1=Developing:** Minor conceptual and skill errors; in process of developing

**.5=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	2 Outstanding	1.5 Mastered Basic Skills	1 Developing	.5 Deficits	NA	Points Awarded
<b>Counseling Relationship</b>	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys clear sense of respect for all perspectives.	Able to develop working counseling relationship; able to engage participant in majority of treatment process. Conveys respect for all perspectives.	Minor problems developing counseling relationships and connecting with client. Struggles with communicating with client different from self, including culture, age, SES, education, etc.	Significant problems with forming counseling relationships. Unable to identify and/or navigate significant diversity issues. Weakness of relationship makes progress unlikely.		
<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	Explains basic practice setting rules, fees, rights, confidentiality, and its limits; uses opportunity to build basic rapport;	Minor problems explaining practice setting rules, fees, rights, confidentiality; nervousness may deter from forming	Significant problems explaining practice setting rules, fees, rights, and confidentiality; significant problems		

	working relationship; effective use of self; clearly understands practice policies.	understands major practice policies.	relationship; understands most practice policies.	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.	Effective use of time management from beginning to end of session; ends on time.	Minor problems with timing management; no more than 5 minutes over; may have minor feeling of rush.	Significant problems with time management; session more than 5 minutes over; feels rushed.		
<b>Psychoeducation and Recovery Services</b>	Outstanding delivery of psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; provides appropriate knowledge of recovery services.	Able to provide basic psychoeducational information for client diagnosed with mental health and/or substance abuse disorder; knowledge of recovery services.	Minor problems with delivering psychoeducation and recovery information and/or insufficient information imparted.	Significant problems with delivering psychoeducation and recovery information; does not provide any information or provides incorrect information.		
<b>Participation in Class Discussions</b>	Consistently, actively supports, engages, listens, and responds to 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</b>		<b>Out of</b>				<b>20</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**

**2=Outstanding:** Strong mastery of skills and thorough understanding of concepts

**1.5=Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident

**1=Developing:** Minor conceptual and skill errors; in process of developing

**.5=Deficits:** Significant remediation needed; deficits in knowledge/skills

**NA=Not Applicable:** Unable to measure with given data (do not use to indicate deficit)

Criterion	2 Outstanding	1.5 Mastered Basic Skills	1 Developing	.5 Deficits	N A	Points Awarded
<b>Evaluation of Counseling Relationship and Role</b>	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key diversity issues and client	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.		

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

	improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process.	that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process.	plan for improvement; prioritizing reveals some lack of insight into self and counseling process.	plan for improvement; prioritizing reveals significant lack of insight into 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</b>		<b>Out of</b>				<b>20</b>
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**I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**