



COUN 6043 Summer 2023 Syllabus
Midwestern State University
Gordon T. & Ellen West College of Education

Contact Information

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Semester: Summer 2023 - 10 Weeks

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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 24 hours. Please do not hesitate to contact me. I respond to my email consistently. However, in an effort to model good self-care, I will not respond during holidays and weekends.

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

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

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

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.

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 they serve meet their counseling and mental health goals.

REQUIRED TEXTBOOK

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

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

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

- Section 2: 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
- Section 2: 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- Section 2: 1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

- *Section 2: 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling KPI
- Section 2: 1.j. technology's impact on the counseling profession
- *Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI
- Section 2: 1.l. self-care strategies appropriate to the counselor role
- Section 2: 1.m. the role of counseling supervision in the profession
- *Section 2: 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally KPI
- Section 2: 2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- *Section 2: 2.c. multicultural counseling competencies KPI
- *Section 2: 3.f. systemic and environmental factors that affect human development, functioning, and behavior KPI
- Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- *Section 2: 4.a. theories and models of career development, counseling, and decision making KPI
- *Section 2: 5.a. theories and models of counseling KPI
- Section 2: 5.c. theories, models, and strategies for understanding and practicing consultation
- Section 2: 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- Section 2: 5.e. the impact of technology on the counseling process
- Section 2: 5.f. counselor characteristics and behaviors that influence the counseling process
- Section 2: 5.g. essential interviewing, counseling, and case conceptualization skills
- *Section 2: 5.j. evidence-based counseling strategies and techniques for prevention and intervention KPI
- Section 2: 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- Section 2: 5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- Section 2: 5.n. processes for aiding students in developing a personal model of counseling
- *Section 2: 6.b. dynamics associated with group process and development KPI
- *Section 2: 6.d. characteristics and functions of effective group leaders KPI
- *Section 2: 7.e. use of assessments for diagnostic and intervention planning purposes KPI
- Section 3: B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients

- Section 3: 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.
- Section 3: K Internship students complete at least 240 clock hours of direct service.
- Section 3: 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.
- Section 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.
- ***Section 5C: 1.b. theories and models related to clinical mental health counseling KPI**
- Section 5C: 1.e. psychological tests and assessments specific to clinical mental health counseling
- Section 5C: 2.a. roles and settings of clinical mental health counselors
- Section 5C: 2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- Section 5C: 2.c. mental health service delivery modalities within the continuum of care such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- Section 5C: 2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- Section 5C: 2.f. impact of crisis and trauma n individuals with mental health diagnosis
- Section 5C: 2.j. cultural factors relevant to clinical mental health counseling
- Section 5C: 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- Section 5C: 2.l. legal and ethical considerations specific to clinical mental health counseling
- Section 5C: 2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- Section 5C: 3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- Section 5C: 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5C: 3.c. strategies for interfacing with the legal system regarding court-referred clients
- Section 5C: 3.d. strategies for interfacing with integrated behavioral health care professionals
- Section 5C: 3.e. strategies to advocate for persons with mental health issues

Learning Objectives

1. Students will demonstrate characteristics and skills of an effective counselor with clients

in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.

2. Students will provide ethical, multicultural counseling services to clients at the internship site.
3. 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.
4. Students will develop a personal model of counseling which includes a theoretical orientation, and advanced techniques for change.
5. Students will demonstrate effective management of crisis and emergency management as well as agency and community wide management of crisis and emergency situations. .

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 located 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%. 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

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). In order 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 P/I by the instructor of record. Students must attend ***EVERY** group supervision meeting as it is

mandatory. ***These meetings will take place every Tuesday evening from 6:30-8:00 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 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. ***If you miss a meeting with your site supervisor or university group supervisor, you cannot count your hours for that week.**

***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 students’ 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 “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 the 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 University supervisor. **This will take place on Tuesday evenings from 6:30-8:00 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. There must be a pre-conference held at least 24 hours before the

session. The instructor will provide feedback to the student during a post-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. For students who are unable to video tape at their site, a site visit for live supervision is required.

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Monday, June 5, 2023 – Sunday, June 11, 2023</p> <p>Discussion Board Post and Reply due Sunday</p>	<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. • Model Group Counseling Assignment 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • Do Discussion Board, Post and Comment
<p>2. Week of Monday, June 12, 2023 – Sunday, June 18, 2023</p> <p>Discussion Board Post and Reply due Sunday.</p>	<ul style="list-style-type: none"> • Informed Consent Refresher, Paperwork Refresher, Professionalism Refresher • Group Counseling Assignment for two students Appendix B 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • Do Discussion Board, Post and Comment • Group Counseling Assignment for two students Appendix B
<p>3. Week of Monday, June 19, 2023 – Sunday, June 25, 2023</p> <p>Discussion Board Post and Reply due Sunday</p>	<ul style="list-style-type: none"> • Progress Noting Refresher, Crisis Management, Suicide Assessment, and Reporting Agencies • Group Counseling Assignment for two students Appendix B 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • Do Discussion Board, Post and Comment • Group Counseling Assignment for two students Appendix B

Class Dates	Class Topics	Assignments/Reading
<p>4. Week of Monday, June 26, 2023 – Sunday, July 2, 2023</p> <p>Discussion Board Post and Reply and Assignment Due Sunday</p> <p>2.5f, *2.6b, and *2.6d</p>	<ul style="list-style-type: none"> • Treatment Planning Refresher, and Being Teachable with Constructive Feedback • Group Counseling Assignment for two students Appendix B 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • Do Discussion Board, Post and Comment • Group Counseling Assignment for two students Appendix B • Outlines due for Group Counseling Assignment Appendix B to D2L
<p>5. Week of Monday, July 3, 2023 – Sunday, July 9, 2023</p> <p>Discussion Board Post and Reply due Sunday</p>	<ul style="list-style-type: none"> • Counselor roles in group, agency, and private practice. • Multicultural Counseling and Role of Counselor for three students Appendix C • Midterm Site Supervisor Evaluations to Tk20 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting *Wednesday 6:30-8:00 pm • Do Discussion Board, Post and Comment • Midterm Site Supervisor Evaluations to Tk20 • Multicultural Counseling and Role of Counselor for three students Appendix C
<p>6. Week of Monday, July 10, 2023 – Sunday, July 16, 2023</p> <p>Discussion Board Post and Reply due Sunday</p>	<ul style="list-style-type: none"> • Case Conceptualizations Refresher 	<ul style="list-style-type: none"> • *No Zoom Class Supervision Meeting • Do Discussion Board, Post and Comment

Class Dates	Class Topics	Assignments/Reading
<p>7. Week of Monday, July 17, 2023 – Sunday, July 23, 2023</p> <p>Discussion Board Post and Reply and Assignment Due Sunday</p> <p>2.1b, 2.1c, 2.1g, 2.1j, *2.2a, 2.2b, *2.2c, 5C.2a, and 5C.2k</p> <p>KPI: *2.1k, *2.5a, 2.5g, *2.5j, *5C.1b, and 5C.3b.</p>	<ul style="list-style-type: none"> • Theory, Diagnosis, Environmental Factors, and Cultural Competence • Multicultural Counseling and Role of Counselor for three students Appendix C • Session Video and Evaluation Form Appendix D Tk20 and D2L 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • Do Discussion Board, Post and Comment • PowerPoints due for Multicultural and Role of Counselor Assignment Appendix C to D2L • Multicultural Counseling and Role of Counselor for three students Appendix C • Turn in Session Video and Evaluation Form Appendix D to Tk20 and D2L
<p>8. Week of Monday, July 24, 2023 – Sunday, July 30, 2023</p> <p>Discussion Board Post and Reply and Assignment Due Sunday</p>	<ul style="list-style-type: none"> • Licensing and Professional Organizations • Ethical Dilemma Case Study for two students Appendix E 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • Do Discussion Board, Post and Comment • Ethical Dilemma Case Study for two students Appendix E
<p>9. Week of Monday July 31, 2023 – Sunday, August 6, 2023</p> <p>Discussion Board Post and Reply and Assignment Due Sunday</p> <p>KPI *2.1i, and *5C.1b.</p>	<ul style="list-style-type: none"> • Mandatory Tuesday Evening Group from 6:30-8 pm central • Reflection Paper and Evaluation Appendix G turn in to Tk20 and D2L • Self-Care • Ethical Dilemma Case Study for two students Appendix E 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • Do Discussion Board, Post and Comment • Turn in Reflection Paper and Evaluation Appendix G to Tk20 and D2L • Ethical Dilemma Case Study for two students Appendix E

Class Dates	Class Topics	Assignments/Reading
<p>10. Week of Monday, August 7, 2023 – Thursday, August 10, 2023</p> <p>Discussion Board Post and Reply and Assignment Due Thursday</p> <p>*2.1k, 2.1m, 3.J, 3.K, 3.L, and 3.M.</p>	<ul style="list-style-type: none"> • Review and Hours • Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F • Complete student evaluation on site and university supervisors on Tk20. • Final Site Supervisor Evaluation • Ethical Dilemma Case Study for two students Appendix E 	<ul style="list-style-type: none"> • Zoom Class Supervision Meeting Tuesday 6:30-8:00 pm • PowerPoints due for Ethical Dilemma Case Study Assignment Appendix E to D2L • Turn in 300 Hours and Satisfactory Site Supervisor Evaluations Appendix F • Complete student evaluation on site and university supervisors on Tk20. • Final Site Supervisor Evaluation completed on Tk20. • Ethical Dilemma Case Study for two students Appendix E

EVALUATION AND ASSIGNMENTS

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

Discussion Board, and University Supervision: (10 pts.) Students are required to answer questions or complete assignments regularly related to the weekly topic. 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, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted. Video Class Supervision Meetings are non-negotiable as they are a CACREP requirement for practicum and internship courses. These video group meetings will be 90 minutes in length, please arrange your schedule to participate in those meetings otherwise you will have to make the time up individually with the professor (See Appendix A). **2.1b, 2.1c, 2.1g, *2.1i, 2.1j, *2.1k, 2.1l, 1.2m, *2.2a, 2.2b, *2.2c, *2.3f, 2.3i, *2.4a, *2.5a, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, *2.5j, 2.5k, 2.5m, 2.5n, 2.6b, *2.6d, *2.7e, 3.B, 3.J, 3.K, 3.L, 3.M, *5C.1b, 5C.1e, 5C.2a, 5C.2b, 5C.2c, 5C.2d, 5C.2f, 5C.2j, 5C.2k, 5C.2l, 5C.2m, 5C.3a, 5C.3b, 5C.3c, 5C.3d, and 5C.3e.**

Group Counseling Exercise: (15 pts.) Students will turn in an outline of their group to D2L. Students will facilitate a **20-minute** group during their group university supervision times 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. ***The group university supervisor will be placing special attention on group ethics and confidentiality, be sure to address it within your group (See Appendix B). 2.5f, *2.6b, and *2.6d**

Multicultural Counseling and Role of Counselor: (15 pts.) Students will turn in their PowerPoint to D2L. Students will choose a diverse population to explore, and to create a multicultural counseling power point presentation. Examples of diverse populations include low-socioeconomic status, geriatric, veterans, LGBTQIA+, or simply a population different than your own cultural/ethnic background. Students will address multicultural counseling theories and counseling competencies. Students will educate their cohort during group university supervision. Students will create a power point that the student will screen share, and the student will talk through 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 impacts counseling and could assist their diverse population of choice. **(See Appendix C for Rubric). 2.1b, 2.1c, 2.1g, 2.1j, *2.2a, 2.2b, *2.2c, 5C.2a, and 5C.2k.**

Session Video and Skills Evaluation Form: (20 pts.) Students will turn in their packet with their portion filled out and with signatures to D2L and Tk20. Students will conduct one 45-minute minimum counseling session with a client for each semester of Practicum and Internship. Students must fill out and sign the clinical video or observation consent form for themselves and their client. This form must be turned in to D2L. Students must fill out the skills evaluation form on themselves. This is a packet and needs to be turned in as a packet. Please fill out digitally aside from the signature. The instructor will provide feedback to the student using the Session Video and Skills Evaluation Form and the grading rubric. Students must schedule a pre-observation and post-observation meeting with their teaching professor before and after their recorded/observed counseling session. Any skills strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. If local, students can opt to have their teaching professor come in person to observe, however this must align with teaching professor's schedule. A recording of the counseling session is another option, as well as a live telehealth observation. If a video is recorded, it can be emailed to the teaching professor via google drive. Once you have utilized the video to complete your part of the paperwork, please delete the counseling video. Once the teaching professor is done with We ask to see a variety of skills during clinical semesters, for example, if students were observed or recorded doing a group in one semester, the teaching professor may ask to see an individual session instead of another group. ***This assignment will be uploaded to Tk20 and D2L (See Appendix D for Rubric). KPI: *2.1k, *2.5a, 2.5g, *2.5j, *5C.1b, and 5C.3b.**

Ethical Dilemma Case Study: (15 pts.) Students will turn in their PowerPoint to D2L. Students will begin their presentation by discussing the importance of ethics and how to be aware of ethics when using technology. 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 then choose an ethical dilemma in regard to resolve; one that is relevant to your unique area of concentration/field of study. Students will choose one of the many ethical decision-making models out there to walk us through, please place source on reference slide and use appropriate in-text citations. Students will link to community resources that could assist. You will utilize the American Counseling Associations (ACA) code of ethics, or your state specific LPC code of ethics. Students will discuss their ethical dilemma case study during group university supervision. Students will create a power point that will be screen shared, and the student will talk through their PowerPoint. (See Appendix E). *2.1i, 2.3i, 2.5d, 2.5e, 2.5k, and 5C.2l

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (15 pts.): Please make sure that your Tk20 time logs are accurate and approved. Make sure your site supervisor has turned in both midterm and final evaluations on you via Tk20. Please turn in your hours document to D2L. 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. 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, documented, and approved. Failure to complete the required hours will result in having to retake the course. Mid Term and Final evaluations are also required. These evaluations will be completed by your site 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). *2.1k, 2.1m, 3.J, 3.K, 3.L, and 3.M.

Reflection Paper and Evaluation (10 pts.): Students will turn in their reflection paper and self-evaluation to D2L and Tk20. Students will use the template within D2L to reflect on their semester. Students will introduce the assignment, discuss the counseling relationship, explore personal reactions, discuss rational, highlight ethics, legality, and crisis issues, reflect on their counseling session, explore multicultural and diversity issues, reflect on counseling skills, develop a professional development plan, and provide a summary of their semester. ***This assignment will be uploaded to Tk20 and D2L (See Appendix G). KPI *2.1i, and *5C.1b.**

Assignment Breakdown:

Assignment	Points
Online Assignments and Comments D2L	10
Group Counseling Exercise D2L	15
Multicultural Counseling and Role of Counselor D2L	15
Session Video and Skills Evaluation Form Tk20 and D2L	20

Assignment	Points
Ethical Dilemma Case Study D2L	15
Completion of 300 Hours and Satisfactory Site Supervisor Evaluations D2L	15
Reflection Paper and Evaluation Tk20 and D2L	10
Total Points	100

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on 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.

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. ***Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

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

Midwestern State University Values:

1. People-Centered. Engage others with respect, empathy, and joy.
 - Honor and act upon the unique needs of all people.
 - Celebrate the accomplishments and contributions of every person in every role.
 - Empower others through personal attention to unlock groundbreaking potential.
 - Commit to attract, recruit, and retain a diverse workforce reflective of our students.
 - Create a welcoming environment that fosters trust, teamwork, well-being, and fun.
 - Develop activities embracing meaningful traditions.
2. Community. Cultivate a diverse and inclusive campus environment.
 - Promote a culture of equity, diversity, and belonging.
 - Nurture a safe and open environment for difficult conversations.
 - Welcome honest communication and constructive feedback.
 - Recognize, acknowledge, and dismantle barriers to equity, inclusion, and success.
 - Provide meaningful and accessible support to the MSU community.
3. Integrity. Always do the right thing.

- Act honorably and respectfully in all situations.
 - Take responsibility for our words and actions.
 - Learn and grow from successes and failures.
 - Communicate and act with honesty, humility, and transparency.
 - Make courageous and ethical decisions.
4. Visionary. Adopt innovative ideas to pioneer new paths.
- Inspire and empower others through and beyond the educational experience.
 - Foster an environment of critical thinking, problem-solving, and creativity.
 - Champion continuous institutional progress.
 - Collaborate to explore opportunities and overcome challenges.
5. Connections. Value relationships with broader communities.
- Forge pathways for experiential learning beyond the campus.
 - Encourage open communication, service, and collaboration wherever we go.
 - Create genuine bonds where each person feels recognized and valued.
 - Collaborate to develop programs that benefit our communities.
 - Share and celebrate the Mustangs can-do spirit.

Midwestern State University Counseling Program Objectives:

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

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

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

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the

course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

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

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

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

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

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

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

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/>

APPENDENCIES

Appendix A

Discussion Board Post and Comments (10 pts.)

CACREP Standards to be addressed include:

2.1b	2.5d	*5C.1b
2.1c	2.5e	5C.1e
2.1g	2.5f	5C.2a
*2.1i	2.5g	5C.2b
2.1j	*2.5j	5C.2c
*2.1k	2.5k	5C.2d
2.1l	2.5m	5C.2f
1.2m	2.5n	5C.2j
*2.2a	*2.6b	5C.2k
2.2b	*2.6d	5C.2l
*2.2c	*2.7e	5C.2m
*2.3f	3.B	5C.3a
2.3i	3.J	5C.3b
*2.4a	3.K	5C.3c
*2.5a	3.L	5C.3d
2.5c	3.M	5C.3e.

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

Discussion Board Post and Comments Rubric (Possible 10 Pts.)

Week	Points
Week 1	1
Week 2	1
Week 3	1
Week 4	1
Week 5	1
Week 6	1
Week 7	1
Week 8	1
Week 9	1
Week 10	1

Appendix B

Group Counseling Exercise (15 pts)

CACREP Standards to be addressed include:

2.5f, *2.6b, and *2.6d

Group Counseling Exercise Rubric: (15 pts.)

Criterion	1	2	3
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.

Appendix C

Multicultural Counseling and Role of Counselor (15 pts)

CACREP Standards to be addressed include:

- | | | |
|-------------|--------------|---------------|
| 2.1b | 2.1j | *2.2c |
| 2.1c | *2.2a | 5C.2a |
| 2.1g | 2.2b | 5C.2k. |

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

Criterion	1	2	3
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.
Advocacy <ul style="list-style-type: none"> As a future counselor, how will you advocate for this population? Discuss professional organizations, professional movements. How will you specifically advocate? How will you teach them to advocate for themselves? 	Section not addressed.	Section partially addressed.	Section addressed in full.

Appendix D

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

Turn in to Tk20 and D2L.

CACREP Standards to be addressed include:

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

Session Video and Skills Evaluation Form

Checking for # of times demonstrated.

Counseling Skills

- Positive Regard/Genuine /Empathy and Validation
- Minimal Encouragers/Accents
- Eye Contact/Body Posture/Active Listening
- Appropriately uses Supportive Confrontation
- Uses Silence Appropriately
- Restatements
- Verbal Following
- Paraphrase
- Summary
- Reflection of Feeling
- Reflection of Meaning and Interpretation
- Uses Opened Ended Questions Appropriately and on a Minimal Basis
- Sharing-Feedback/Here-and-Now
- Focusing Statements
- Uses Clarifying Statements
- Observing Themes/Patterns
- Acknowledge Nonverbal Bx
- Reframing Statements
- Appropriate Pacing
- Use of Ethics and Multicultural Competence

Theory

- Assessment Using Theory
- Uses 2 Theoretically Based Techniques
- What theory was used and how did it help manage the session?

Inappropriate Items

- Sympathy/Reassuring
- Advising

- Judging
- Educating/Teaching
- Going for the Solution
- Interrogating
- Lengthy Descriptive Statements
- “Why” questions
- Too many “How does that make you feel?”
- Shifting Topics
- Third Person Counseling - Someone not in session
- Not giving yourself time to think
- Getting ahead of client
- Poor balance of reflections/ questions/ restatements
- Uses Closed Questions

Supervision

- Open, positive discussion
- Emotionality in supervision
- Receptivity to feedback
- Participation in supervision (bring content)
- Submission of all materials
- Adheres to procedure and takes initiative
- Fulfillment of supervision tasks

Grading Rubric for the Session Video (Each worth 1 pt. out of 20 total pts.)

- Does an Introduction, Informed Consent, and Goes Over Confidentiality
- Establishes Rapport with the Client.
- Clinically Explores problem(s)
- Attends to Basic Needs of the Client
- Congruent Verbal and Nonverbal behavior
- Uses Active Listening
- Rarely Uses Closed Ended Questions
- Uses an Appropriate Amount of Open-Ended Question
- Shows Ability to Use Higher Level Counseling Skills Throughout the Session.
- Uses 2 Well-Developed Theoretically Based Techniques
- Has Empathic Attunement
- Has Positive Body Language and Posture
- Confronts the Client When Needed
- Uses Self-Disclosure Appropriately
- Uses Evidenced Based Theory throughout the Session
- Times using Interventions Appropriately
- Shows Counselor Confidence
- Adheres to Multicultural Competencies and Ethical and Legal Standards
- Summarizes Session Before Wrapping Up

- Maintains Professionalism throughout Session

Student Self-Evaluation

Session Video and Skills Evaluation Form

***Please self-evaluate yourself as to how you did during your counseling session. Please be thorough and avoid one-word answers.**

Checking for # of times demonstrated.

Counseling Skills

- Positive Regard/Genuine /Empathy and Validation
- Minimal Encouragers/Accents
- Eye Contact/Body Posture/Active Listening
- Appropriately uses Supportive Confrontation
- Uses Silence Appropriately
- Restatements
- Verbal Following
- Paraphrase
- Summary
- Reflection of Feeling
- Reflection of Meaning and Interpretation
- Uses Opened Ended Questions Appropriately and on a Minimal Basis
- Sharing-Feedback/Here-and-Now
- Focusing Statements
- Uses Clarifying Statements
- Observing Themes/Patterns
- Acknowledge Nonverbal Bx
- Reframing Statements
- Appropriate Pacing
- Use of Ethics and Multicultural Competence

Theory

- Assessment Using Theory
- Uses 2 Theoretically Based Techniques
- What theory was used and how did it help manage the session?

Inappropriate Items

- Sympathy/Reassuring
- Advising
- Judging
- Educating/Teaching
- Going for the Solution

- Interrogating
- Lengthy Descriptive Statements
- “Why” questions
- Too many “How does that make you feel?”
- Shifting Topics
- Third Person Counseling - Someone not in session
- Not giving yourself time to think
- Getting ahead of client
- Poor balance of reflections/ questions/ restatements
- Uses Closed Questions

Supervision

- Open, positive discussion
- Emotionality in supervision
- Receptivity to feedback
- Participation in supervision (bring content)
- Submission of all materials
- Adheres to procedure and takes initiative
- Fulfillment of supervision tasks

Appendix E

Ethical Dilemma Case Study (15 pts.)

CACREP Standards to be addressed include:

***2.1i, 2.3i, 2.5d, 2.5e, 2.5k, and 5C.2l**

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

Criterion	1	2	3
Ethics and Technology Part 1 <ul style="list-style-type: none"> • Discuss the ethical issues that can happen when utilizing technology. • Discuss why it is important to be aware of these issues. 	Section not addressed.	Section partially addressed.	Section addressed in full.
Ethics and Technology Part 2 <ul style="list-style-type: none"> • Detail ethical and culturally relevant strategies when utilizing technology and maintaining counseling relationships. • Detail how technology can impact the counseling process, positives and negatives. 	Section not addressed.	Section partially addressed.	Section addressed in full.
Ethical Dilemma Chosen <ul style="list-style-type: none"> • Identify Ethical Dilemma 	Section not addressed.	Section partially addressed.	Section addressed in full.
American Counseling Association’s (2014) <i>Code of Ethics</i> and State Specific Licensing Codes <ul style="list-style-type: none"> • What codes of ethics does your ethical dilemma address? • What state specific licensing codes does your ethical dilemma address? • Why is it important to look at both national and state codes? 	Section not addressed.	Section partially addressed.	Section addressed in full.
Ethical Decision-Making Model <ul style="list-style-type: none"> • Utilize one of the many ethical decision-making models out there. Be sure to list the source on your reference slide and use appropriate in-text citations. • Walk the class through your ethical decision-making process from beginning to end. • How will this knowledge inform your decision making moving forward? 	Section not addressed.	Section partially addressed.	Section addressed in full.

Appendix F

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations (15 Pts)

CACREP Standards to be addressed include:

***2.1k, 2.1m, 3.J, 3.K, 3.L, and 3.M.**

Completion of 300 Hours and Satisfactory Site Supervisor Evaluations Rubric (Possible 15 Pts.)

Criterion	0 Improvement Needed	1 Developing	1.5 Proficient	3 Accomplished
At least 120 direct hours	Not Completed	Partially Completed	Completed	Completed, with good attitude.
At least 180 indirect hours	Not Completed	Partially Completed	Completed	Completed, with good attitude.
Completed Site and University Supervision	Not Completed	Partially Completed	Completed	Completed, with good attitude.
Student's Supervisors (site and university) evaluations are completed midterm, and final.	Not Completed	Partially Completed	Completed	Completed, with good attitude.
Student maintained appropriate codes of ethics, and professionalism within the class, and on site.	Not Completed	Partially Completed	Completed	Completed, with good attitude.

Appendix G

Reflection Paper and Evaluation (10 pts.)

Turn in to Tk20 and D2L.

CACREP Standards for the assignment. KPI *2.1i, and *5C.1b.

Use template in D2L.

**Rubric for how you will evaluate yourself.
Live Interview Evaluation Rubric
Clinical Mental Health Counseling, Version 1.2**

Date:

Counselor:

Evaluator/Instructor:

Level of Clinical Training:

- a. Pre-clinical training; coursework only
- b. 0-12 months
- c. 12-24 months
- d. 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 (out of 10 pts.)

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Counseling Relationship	Able to develop strong counseling relationship with client, able to successfully engage participant in treatment process. Conveys a 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 clients 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.
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 in order to obtain consent to treat; uses opportunity to enhance counseling relationship.	Explains basic counseling process in words client can understand in order to obtain consent to treat.	Minor problem explaining counseling process in order to obtain consent to treat. Vague word choice or misses minor information.	Significant problems with obtaining consent. May not use words client understands and/or misses significant information that is necessary for client to be fully informed.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
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, 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 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.
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.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
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

**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:

- e. Pre-clinical training; coursework only
- f. 0-12 months
- g. 12-24 months
- h. 2+ years

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- **.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)

Evaluation Rubric (out of 10 pts.)

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Evaluation of Counseling Relationship and Role	Outstanding evaluation of counseling relationship, counselor role, client responsiveness; attention to diversity issues and client acceptance of goals.	Clear evaluation of counseling relationship, counselor role, client responsiveness; attention to key diversity issues and client acceptance of goals..	Minor problems with evaluation of relationship, client responsiveness; misses minor issues.	Significant problems with evaluation of relationship, client responsiveness; misses critical issues.
Evaluation of Personal Reactions	Outstanding rationales for choice of intervention, theory, assessment approach. Thoughtful analysis of intervention consistency with model, congruency with client's cultural context.	Clear rationales for choice of intervention, theory, assessment approach. Clear analysis of intervention consistency with model, congruency with client's cultural context.	Vague or unclear rationales for choice of intervention, theory, assessment approach. Vague analysis of intervention consistency with model, congruency with client's cultural context.	Problematic or 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.

Criterion	1 Outstanding	.75 Mastered Basic Skills	.50 Developing	.25 Deficits
Plan and Priorities	Outstanding plan for improvement that is detailed; prioritizing of areas of improvement reveals clear insight into self and counseling process.	Clear plan for improvement that is sufficiently detailed; prioritizing of areas of improvement reveals useful insight into self and counseling process.	Minor problems with plan for improvement; prioritizing reveals some lack of insight into self and counseling process.	Significant problems with plan for improvement; prioritizing reveals significant lack of insight into self and counseling process.
Quality of Writing	Engaging professional writing style that is clear, concise, and smooth; maintains professional voice; minor and few grammatical errors.	Clear, concise professional writing; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.
Participation in Class Discussions	Consistently, actively supports, engages, listens and responds to peers. Takes a leading role. Participates in a meaningful way in class discussions. Stays on task.	Makes an effort to interact with peers daily but does not take a leading role. Some active participation in class discussions. Sometimes deviates from	Some effort to interact with peers but does not take a leading role. Minimal participation in class discussions. Sometimes deviates from task	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.
Professional Identity	Demonstrates vast understanding of self within professional identity and the complexities of boundaries.	Demonstrates basic understanding of self within professional identity and the complexities of boundaries.	Minor problems navigating professional identity, boundaries, and the self.	Limited ability to process professional identity, boundary issues, or self-awareness issues present.
APA Format	No more than one or two minor APA errors; 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.

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