

MURRAY STATE UNIVERSITY**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 796****CREDIT HOURS: 3****I. TITLE: Advanced Internship I****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

Designed to provide a minimum of 300 hours of intensive counseling experience conducted in a setting as similar as possible to that in which the intern subsequently intends to seek employment. This class is designed for students who want to seek a second counseling degree. Weekly supervision requirements will be provided by faculty and on-site professionals; and interns are expected to apply the knowledge and skills previously acquired in their programs. Course may be repeated for a maximum of six credit hours.

Prerequisite(s): CNS 795 with a grade of A or B

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. conceptualize client presentation from a specific theory (CACREP Section II: G1d; G2d; G3a; G3d; G3h; G5d);
- B. integrate the content and skills learned in the graduate curriculum with the actual practice of counseling in a field setting (CACREP Section II: G1j; G2d; G3a; G3d; G3h; G5b; G5c; G5d; G8e);
- C. identify, develop, and incorporate a counseling approach within the counseling sessions (CACREP Section II: G2d; G3a; G3d; G3h; G5d);
- D. set and achieve professional development goals during each semester of counseling internship (CACREP Section II: G1b, G1d, G1f, G1h, G2e, G2f, G5b, G5c);
- E. deliver formal case presentations and actively contribute to meetings with peers and help in problem solving of various field setting issues during weekly group supervision (CACREP Section II: G1b, G3f, G5d, G5f; CACREP Section III: G3, G4, G5);
- F. demonstrate appropriate group counseling strategies (CACREP G6a, G6b, G6c, G6d; CACREP Section III: G1);
- G. present a professional counseling identity through ethical practices, values clarification, and ongoing education and training (CACREP Section I: AA4; CACREP Section II: G1f, G1j); and
- H. ensure the delivery of services that maintains and promotes client welfare (CACREP Section II: G1j, G3h, G5a, G8e).

The CAEP/EPBSB theme of diversity will be addressed via students engaging in experiential field activities that promote multicultural competence while working with a diverse client population in real world settings with individuals and populations whom students may not normally interact with. With regards to the CAEP/EPBSB theme of assessment, students' counseling knowledge, and skills will be assessed to determine the extent of student learning proficiency. Furthermore, this course promotes reflective decision making as students increase their self-awareness and understanding of how one's biases and judgements can affect the counseling relationship and also increases students counseling self-efficacy and understand of self within the supervisory process. This course promotes technology skills as students learn how to record their counseling sessions utilizing technology to encrypt confidential documents and to display client sessions through case presentation assignments. This course promotes written communication skills (CAEP/EPBSB theme of Literacy/Reading) via an advanced theories paper and case conceptualization papers as part of case presentation assignments.

IV. CONTENT OUTLINE:

- A. Services abilities
 1. individual, group, or family services
 2. research and evaluation service
- B. Counseling abilities
 1. personal-social-relational
 2. vocational-career
- C. Microcounseling competencies
 1. counseling skills
 2. consultative skills

- 3. coordinating skills
- 4. group counseling
- D. Case conceptualization

V. INSTRUCTIONAL ACTIVITIES:

- A. Individual and group supervision

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

300 clock hours of which 120 hours are direct client contact hours.

VII. TEXT(S) AND RESOURCES:

- A. References:

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author.
 Murray State University Practicum/Internship Manual (2015-2016)
 Password Protected USB Drive

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements:

Statement of Learning Goals	10
Documentation	10
Group Counseling Facilitation and Reflection	10
Case Presentations	20
Attendance and Participation	10
Refined Counseling Approach Paper	20
Self-Awareness Presentation	10
Site-Supervisor Evaluation	
Mid-Term	10
Final	10
Faculty Supervisor Evaluation	
Mid-Term	20
Final	20
Student Evaluation of Site-Supervisor and Site	10
Total	160

- B. Grading Scale:

A = 90 – 100%
 B = 80 – 89%
 C = 70 – 79%
 E = Below 70

Note: You are required to earn a B or better to continue in the program. Students who do not receive a B or better will be allowed to retake CNS 794 once and continue in the program if a satisfactory grade is obtained. Additionally, it is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, will not receive instructor endorsement to continue in clinical courses.

If you do not complete practicum/internship hours by the end of the semester and have achieved the minimum 80% direct contact hours, you will receive an incomplete for the course. You can start seeing clients again in the fall/spring semester and have until Oct 10/March 10 to complete those hours. If the hours are not completed at that point, you will not pass the course and will need to retake it. You CANNOT register for the next clinical experience until your incomplete is finished. Therefore, if you receive an incomplete in the fall, you can finish your hours in the spring but will not be able to register for Internship I/II until the following fall semester. You also MUST agree to stay at the site and have written permission from your site that you will only be seeing clients until Oct 10/Mar 10. You are required to attend supervision while completing hours (group for internship and group/individual for practicum). You will also be required to have your weekly site supervision. You can continue to accumulate hours until the Oct 10/Mar 10 deadline, but not after. Those hours will count towards your next internship experience. Practicum hours do not transfer over to internship. Students can stay at their

sites pasts the incomplete deadline, however, they cannot count hours towards practicum/internship and will not be covered under any university insurance. In essence, you would be a volunteer under the liability of your site.

C. Assignment Descriptions:

1. Statement of Learning Goals (= 10 points): Develop and submit a written statement of individual learning goals for internship. This will reflect the student's list of counselor attributes sought after during the internship.
2. Documentation (= 10 points):
 - a. Weekly Logs will be submitted on a timely basis.
 - b. Supervision of Weekly Progress forms will be submitted on a timely basis.
 - c. Summary of Hours form will be submitted on the last day of class.
3. Group Counseling Facilitation and Reflection (at least two pages = 10 points): Students will be responsible for facilitating or co-facilitating a group experience during the course of the semester. Students will also be responsible for submitting a reflection paper on this experience (rubric will be provided).
4. Case Presentations (= 20 points): Students will make case presentations. All case presentations will be averaged together to determine the total number of points out of 20. All students will be responsible for formal case presentations of a client seen this semester (guidelines are provided below). Students will upload all videos to their password protected USB drives. A portion of the recorded session will be played during Group Supervision. For this case presentation, you should not select an initial session with a client; rather, you should strive to provide a recording of such things as a second or third session, a sample of your best work, or a sample of lesser quality work. Furthermore, your presentation must demonstrate your counseling theory. All sessions must be audible. These case presentations will be given on a rotating basis throughout the semester. In addition, you will submit the Self-Assessment and Evaluation form and transcript with each presentation. (CACREP Section III Clinical Mental Health Objectives: D9; CACREP Section III School Counseling Objectives: D5)
5. Attendance and Participation (= 10 points): Internship students will be expected to attend all group supervision sessions. They will also be expected to give appropriate feedback to their peers. Further, students are expected to behave in a professional manner which means avoiding texting or causing other distractions during group supervision, making inappropriate or judgmental comments as well as other unprofessional behavior. (CACREP Section III: G2, G3, G5, G6)
6. Refined Counseling Approach Paper (= 20 points): The student's theoretical approach to counseling will be refined and developed during the course of the semester. Each student will build on his/her Counseling Approach Paper from his/her practicum experience. The paper (to be written in APA [6th ed.] format) will be a synthesis of (a) the relevant literature and research on the specified counseling theory, (b) student's achievement regarding stated learning goals, (c) student's awareness regarding his/her developmental journey as a professional counselor, and (d) any other professional experiences that occurred during the semester. Overall, the paper will be reflective of the student's internship experience. A rubric containing the details of this assignment will be given in class.
7. Self-Awareness Presentation (= 10 points): Towards the end of their internship, students will present their final case presentation during group supervision, and will highlight such areas as:
 - a. Preferred theory of counseling.
 - b. View of self as a counselor with multicultural counseling competences.
 - c. View of client and client's world.
 - d. View of how clients change according to your chosen theory of counseling.
 - e. View of counseling as a profession.
 - f. Personal strengths and challenges and your professional plans for the future.
8. Site Supervisor Midterm and Final Evaluation (10 pt each): Feedback from site supervisors via the midterm and final evaluation forms will be assessed and point values determined based on the site supervisor's formal evaluations. (CACREP Section III Clinical Mental Health Objectives: B1, D4, H3, J3, CACREP Section III School Counseling Objectives: B1, H4, L3, N1, N5)
9. Faculty Supervisor Midterm and Final Evaluation (20 pt each): The faculty supervisor will complete a midterm and final evaluation for each student. (CACREP Section III School Counseling Objectives: F1)

10. Student Evaluation of Site-Supervisor and Site (=10 points): Each student will complete the Field Placement and Field Supervisor Evaluation forms located in the Practicum/Internship Manual for each field supervisor they have for the semester. (CACREP Section I: BB)

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Revised August 15, 2015

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

CACREP Counseling Program Specifics for CNS 796

Clinical Mental Health Counseling Objectives:		Assessment
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D4	Applies effective strategies to promote client understanding of and access to a variety of community resources.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D9	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Case Presentations
Assessment H3	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Site Supervisor Evaluations
Research and Evaluation J3	Analyzes and uses data to increase the effectiveness of clinical mental health counselling interventions and programs.	Site Supervisor Evaluations
School Counseling Objectives:		Assessment
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Case Presentations
Diversity and Advocacy F1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Faculty Supervisor Evaluations
Assessment H4	Makes appropriate referral to school and/or community resources.	Site Supervisor Evaluations
Academic Development L3	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Site Supervisor Evaluations
Collaboration and Consultation N1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Site Supervisor Evaluations
Collaboration and Consultation N5	Uses referral procedures with helping agents in the community to secure assistance for students and their families.	Site Supervisor Evaluations

Course Specifics for CNS 796 (Spring 2015)

Course Schedule and Assignments

Class	Date	Topic	Assignments / Readings Due at Start of Class	CACREP Standard(s)
1	01/15/15	Introductions Syllabus Review, Course Expectations Administrative Issues Group Supervision & the Helping Relationship	Provide Copy of Liability Insurance Confidentiality Form	
2	01/29/15	Learning Goals	Statement of Learning Goals Weekly Logs Supervision Weekly Progress Forms	
3	02/12/15	Internship II Case Presentations	Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
4	02/26/15	Internship II & Internship I Case Presentations	Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
5	*03/05/15*	Revisit Learning Goals Mid-Term Evaluations	Faculty Supervisor Mid-Term Evaluation Site Supervisor Mid-Term Evaluation Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: B1, D4, H3, J3; School Counseling: B1, F1, H4, L3, N1, N5
6	03/26/15	Internship II & Internship I Case Presentations	Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
7	04/09/15	Oral Defense Dress Rehearsal	Group Counseling Reflection Weekly Logs Supervision Weekly Progress Forms	
8	04/23/15	Revisit Learning Goals	Refined Counseling Approach Paper Weekly Logs Supervision Weekly Progress Forms	

9	05/07/15	Self-Awareness Presentations Final Evaluations	Faculty Supervisor Final Evaluation Site Supervisor Final Evaluation Student Evaluation of Site Supervisor and Site Supervisor Evaluation of Counseling Program Summary Log Sheet Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: B1, D4, H3, J3; School Counseling: B1, F1, H4, L3, N1, N5
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Statement of Learning Goals Rubric

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional Orientation & Ethical Practice (Section I: AA4)	Articulates professional identity and the necessity of professional development to the highest level = 4	Satisfactory demonstration of professional identity and the necessity of professional development = 3	Minimal demonstration of professional identity and the necessity of professional development = 2	Does not demonstrate professional identity or professional growth = 0-1	
Counseling, Prevention & Intervention	Superior self-awareness and identification of personal limitations; well-defined areas for growth. = 4	Reasonable self-awareness and identification of personal limitations; somewhat proper areas for growth = 3	Vague self-awareness and identification of personal limitations; limited areas for growth. = 2	Does not identify personal limitations or areas for growth = 0-1	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, running head, appropriate citations, and appropriate sentence & paragraph structure = 2	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, running head, citations, and sentence & paragraph structure = 1	Level of writing mostly does not adhere to APA format with inappropriate margins, font, running head, citations, and sentence & paragraph structure = 0.5	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page. = 0	
Total					/10

Documentation Rubric:

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional Orientation & Ethical Practice	Clearly demonstrates the role and responsibility of counseling through proper documentation of clinical work and supervision = 3	Adequately demonstrates the role and responsibility of counseling through documentation of clinical work and supervision = 2	Minimally demonstrates the role and responsibility of counseling by submitting vague documentation of clinical work and supervision = 1	Does not demonstrate professional documentation = 0	
Counseling, Prevention & Intervention	Documents experience in all elements of specified area of counseling (CMHC, SC), such as individual and group counseling for various types of issues = 3	Documents experience in some elements of specified area of counseling (CMHC, SC), such as individual and group counseling for various types of issues = 2	Minimally documents experience in specified area of counseling (CMHC, SC), such as individual and group counseling for various types of issues = 1	Does not document varied experiences = 0	
Professional Writing	Student demonstrates refined level of documentation weekly = 4	Student demonstrates adequate level of documentation weekly = 3	Student demonstrates some documentation weekly = 2	Inappropriate documentation = 0 – 1	
Total					/10

Rubric for Group Counseling Facilitation and Reflection (CNS 794)

CATEGORY	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
Forms a functional group (i.e., task group, psychoeducational group, counseling group, and/or psychotherapy group)	Forms a functional group and provides a rationale for the group that is supported by research and literature, appropriately describes the overarching purpose of the group, describes the process of forming the functional group, and provides a detailed description of how outcomes were measured.	Forms a functional group and provides a rationale for the group that is supported by research and literature, appropriately describes the overarching purpose of the group, and describes the process of forming the functional group.	Forms a functional group, but partially describes the overarching purpose of the group, and/or partially identifies the process of forming the functional group.	Fails to form a functional group, and/or, fails to address the nature of the functional group, and/or fails to identify the process of forming the function group.	
Facilitates the optimal development and wellness of group members given the appropriate group stage	Facilitates a group, provides a clear description of how the roles of the facilitator and group members were affected by each group stage, and provides outcome data.	Facilitates a group and provides a clear description of how the roles of the facilitator and group members were affected by each group stage.	Facilitates a group and provides a partial description of how the roles of the facilitator and group members were affected by each group stage.	Fails to facilitate a group, and/or does not provide an appropriate description of group stages .	
Processes the experience of facilitating a group	Facilitates a group; provides a reflection to all of the following components: (a) therapeutic factors experienced by group members, (b) challenges experienced by group facilitator, and (c) influence of group member ability and culture on group dynamics; and provides a description of how this experience could inform the development of another functional group.	Facilitates a group and provides a reflection to all of the following components: (a) therapeutic factors experienced by group members, (b) challenges experienced by group facilitator, and (c) influence of group member ability and culture on group dynamics.	Facilitates a group and does not provide a reflection to all of the following components: (a) therapeutic factors experienced by group members, (b) challenges experienced by group facilitator, and (c) influence of group member ability and culture on group dynamics.	Fails to facilitate a group, and/or does not provide a reflection to the facilitation of the group.	
CATEGORY	1 Exceeds Standards	.5 Meets Standards	0 Does Not Meet Standards		Score
APA Format	Paper meets APA 6 th ed. formatting requirements.	Some APA formatting issues are present, but overall APA presentation is still strong.	A number of APA formatting errors are present.		
Total Points Possible: 9					/10

Scoring Rubric for Clinical Case Presentation

Component	Expectation	Points Awarded
Case Presentation	<ol style="list-style-type: none"> 1. Introduction – The segment of tape is “set up” so that the group knows what is expected. 2. Selected Session – An appropriate session and part of the session is selected for supervision (anything other than a 1st session, a sample of your best work, a sample of lesser quality work, etc.). 3. Length of Tape – The segment used for supervision is approximately 10-20 minutes in length. 4. Case Write-up – A written outline or narrative summary of the case is provided for all group members that includes the following: <ol style="list-style-type: none"> a. Personal Data about Client – Sufficient data [e.g., demographics, education/employment, how client presents him/herself, general impressions of the client, client’s strengths and level of functioning, and presenting concern] is provided about the client to aid in the supervision process. b. Summarization of Counseling History – Information regarding the process of counseling up until this point is provided to help contextualize the feedback [e.g., the number of sessions you’ve had with the client, a brief case conceptualization (e.g., what are your hypotheses – use language grounded in the theory from which you are working with this client), approaches used thus far, and any other complicating factors]. c. Conceptualization of Client – In the language of your theory (i.e., foundational constructs) provide an explanation of what is happening with the client. d. Solicitation of Specific Feedback – Specific feedback is solicited on the case write-up in order to set the tone for supervision (e.g., What concerns do you have about this case/client? What kind of help/feedback would you like from the group? What should we be listening for in the taped segment that you will play for us?). 	<ol style="list-style-type: none"> 1. / 5 points 2. / 5 points 3. / 5 points 4a. / 5 points 4b. / 5 points 4c. / 30 points 4d. / 10 points
Self-Assessment Forms	<ol style="list-style-type: none"> 1. A comprehensively written <i>Self-Assessment and Reflection Form</i> is completed and turned in. 2. A 10-minute transcription that notes counseling intentionality is submitted 	<p style="text-align: center;">/ 20 points</p> <p style="text-align: center;">/ 15 points</p>
TOTAL POINTS	Total Points:	/ 100
FINAL POINTS	FINAL Points (total points*20)/100	/ 20

CNS 794/795 Case Presentation Rubric – Formative

CACREP Standard	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
Promotes optimal development and wellness	The case presentation thoroughly demonstrates all of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation demonstrates all of the following, but not in a striking manner: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation addresses one of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation fails to demonstrate any of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	
Conceptualization	Clearly conceptualizes client issues within the framework of the theory by clearly using the language of the theory	Conceptualizes client issues within the framework of the theory but language of the theory is not clear/consistent	Conceptualizes client issues, but not within the framework of the theory.	Does not conceptualize client issues.	
Counseling characteristics that influence the helping process (CMHC D9; SC: D5)	The case presentation thoroughly addresses all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses all of the following, but not in a striking manner: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses most, but not all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation fails to address at least half of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	

Attendance and Participation Rubric

CACREP Standard	Exceeds Standards	Meets Standards	Does Not Meet Standards	Score
Professional Practice (Section III: G2, G3)	Complete participation in supervision, 1hr/week with site supervisor and 1.5hr/week of group supervision = 4	Some participation in supervision, 1hr/week with site supervisor and 1.5hr/week of group supervision = 2	Vague or no participation in supervision, 1hr/week with site supervisor and 1.5hr/week of group supervision = 0	
Professional Practice (Section III: G5)	Superior presentations of video recordings for use in supervision = 3	Minimal value presentations of video recordings for use in supervision = 1	Vague or no presentations of video recordings for use in supervision = 0	
Professional Practice (Section III: G6)	Student submits site supervisor formal evaluations on time; demonstrates proper supervision with site supervisor = 3	Student submits site supervisor formal evaluations within one week of deadline; demonstrates reasonable supervision with site supervisor =1	More than one week late or does not submit site supervisor evaluation = 0	
Total				/10

Student's Name _____

Scoring Rubric for CNS 794 Refined Counseling Approach Paper

Component	Expectation	Points Awarded
Paper Format & Writing Quality	<p>As this paper will be a continuation/refinement of your Counseling Approach Paper from practicum, be sure to work from that paper and bold any new material that was added to your paper. Additional criteria include:</p> <ol style="list-style-type: none"> 1. A well-written paper that meets graduate expectations (spelling, grammar, APA format, references, etc.). 2. APA leveled headings - You may make choose to make each of the below Components into their own subsections, or you may integrate the material throughout the paper. 3. New information added to each section. 	___ / 10 max points
Introduction	A 1 page introductory section that: (a) describes how you chose your theory and how you developed into your theory during the course of the semester, (b) specifies the main topics that will be covered, and (c) hints at what you want the reader to know after reading your paper.	___ / 20 max points
Central Constructs	A 1 to 2 page section that addresses the following aspects of the theory: (a) fundamental concepts of the theory; (b) view of human nature; (c) view of mental health/wellness; and (d) view of psychopathology.	___ / 20 max points
Therapeutic Process	A 1 to 2 page section that illustrates the following characteristics of the theory: (a) function and role of the counselor; (b) client's role/experience; and (c) therapeutic relationship.	___ / 20 max points
Application of Theory	<p>A 2 to 3 page section that addresses the following criteria (as they relate to the refinement of your theory):</p> <ol style="list-style-type: none"> 1. How was the theory conceptualized and applied in your internship setting? 2. How were the distinguishing techniques of the theory integrated into your counseling? 3. What research supports the theory being utilized with the population/problem/setting of your internship site? 4. What were some of the limitations/challenges of applying this approach? 	___ / 20 max points
Learning Goals	A 1 to 2 page narrative of your growth and progress as an Internship I student in accordance with your learning goals.	___ / 5 max points
Conclusion	A 1 to 2 page conclusion that includes: (a) the author's opinion of the efficacy of the theory, (b) plans for further development during Internship II, and (c) a concluding paragraph.	___ / 5 max points
FINAL POINTS	Final Points(total points/100 * 20)	___ / 20

Formative Rubric for Refined Counseling Approach Paper

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Orientation to wellness	Thoroughly addresses all of the following:(a) description of personal worldview regarding wellness; and (b) personal fit to theory	Addresses all of the following, but not in a striking manner: (a) description of personal worldview regarding wellness; and (b) personal fit to theory	Addresses one of the following: (a) description of personal worldview regarding wellness; and (b) personal fit to theory	Fails to address either: (a) policy for crisis intervention; or (b) policy for crisis/disaster preparedness	
Knows components of theory	Thoroughly addresses all of the following as it pertains to the theory: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	Addresses all of the following, but not in a striking manner: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	Addresses at least 3 of the following: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	Fails to address at least three of the following: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	
Research	Thoroughly addresses all of the following as it pertains to researching the theory: (a) literature to support use of theory with population; (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	Addresses all of the following, but not in a striking manner: (a) literature to support use of theory with population; (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	Addresses one of the following: (a) literature to support use of theory with population; and (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	Fails to address at least one of the following: (a) literature to support use of theory with population; and (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	

Summative Rubric for Self-Awareness Presentation

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional development	The presentation thoroughly demonstrates all of the following: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	The presentation demonstrates all of the following, but not in a striking manner: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	The presentation demonstrates at least three of the following: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	The presentation fails to demonstrate at least three of the following: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	
Self-Awareness	Thoroughly addresses all of the following: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	Addresses all of the following, but not in a striking manner: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	Addresses at least one of the following: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	Fails to address at least one of the following: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100