

Summer 2019

## CE 680 Syllabus: Counseling Practicum

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*Winona State University*

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<b>Winona State University</b> Counselor Education Department CE 680: Counseling Practicum Semester Hours: 3		
<b>Course Location</b>	Class sessions are on Wednesday evenings from 5pm to 8pm on the Winona campus on the following dates: 5/14, 5/28, 6/11, 6/25, 7/9, 7/23, 8/6. IWC 143	
<b>Instructors</b>	Dawnette Cigrand, Ph.D. and Preferred Pronouns: <i>She, her, hers</i> Preferred Title: Dr. Cigrand	
<b>Instructor Email and Phone</b>	<a href="mailto:dcigrand@winona.edu">dcigrand@winona.edu</a> ; 507.457.5336 (w) or 319.480.5725 (c – for emergencies only)	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	Gildemeister Hall, Room 115	
<b>Instructor Office Hours:</b>	Summer office hours are Tuesdays from 10am-4pm or by appointment	

## COURSE INSTRUCTOR INFORMATION

Dawnette Cigrand, Ph.D. is an associate professor and chair of the Winona State University Counselor Education department. She earned a B.A. in English and Secondary Education from Cornell College (1992), and an M.A. in School Counseling (2000), and a Ph.D. in Counselor Education (2011) from the University of Iowa. Before becoming a professor, she was a school counselor and teacher in PK-12 schools for 14 years. Her research interests include school-based mental health, school counseling interventions for students with disabilities, school counselor development and leadership and professional advocacy.

## I. COURSE DESCRIPTION

This course provides an opportunity for the counselor-in-training to begin to develop and refine their individual and group counseling skills within the functional milieu of a clinical mental health or school setting. All practicum activities are closely supervised by university and field-based supervisors. Prior to entry into the course, all students must provide to the instructor verification of having

current professional liability insurance. Prerequisites: All courses in program of study, except the following, which may be taken concurrently: 611, 620, 621, 622, 625, 653, 695 and/or 699. Note: Students must have earned a letter grade of B or better in CE 660, as well as received approval by the CE department, in order to be admitted to CE 680.

The WSU Counselor Education Program as well as CACREP requires students to complete a supervised counseling practicum of 150 hours. Forty (40) of those clock hours must be direct service work with appropriate clients. The remaining 110 hours provide opportunities to gain experience in the activities that a regularly employed staff member in a counseling setting would be expected to perform.

## II. COURSE PREREQUISITES

For School Counseling students, 635 and 645 are prerequisites to 680.

- CE 601 Foundations of Counseling
- CE 615 Group Counseling
- CE 633 Ethical Practice and Social Change
- CE 635 Orientation to School Counseling (3 semester hours)
- CE 645 School Counseling Practice (3 semester hours)
- CE 658 Microskills
- CE 660 Theories of Counseling

For CMHC students, both 650 or 651, and 652 are prerequisites to 680.

- CE 601 Foundations of Counseling
- CE 615 Group Counseling
- CE 633 Ethical Practice and Social Change
- CE 640 Orientation to Clinical Mental Health Counseling
- CE 650 Diagnosis and Psychopathology of Adults (3 semester hours), **OR**
- CE 651 Diagnosis and Psychopathology of Children and Adolescents (3 semester hours)
- CE 652 Treatment Planning (3 semester hours)
- CE 658 Microskills
- CE 660 Theories of Counseling

## III. COURSE OBJECTIVES

This course provides practical experience in school and clinical mental health counseling for graduate students. Personal development and growth, consultation, ethical practice and assessment are also important components. **Upon completion of this practicum the student will be able:**

1. To demonstrate knowledge of developmental stage of clients.
2. To demonstrate treatment planning and case conceptualization that matches the needs of the client.
3. To provide genuine feedback to themselves and their peers for increased professional awareness and development, as well as to demonstrate professional risk taking for the sake of that development.
4. To apply counseling skills effectively in direct service to clients, and in other venues as appropriate.
5. To demonstrate those counseling techniques congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
6. To demonstrate ethical and professional standards consistent with the ACA/ASCA ethical guidelines and the profession of counseling in the clinical mental health and school settings.
7. To fulfill the requirements of the course at a level of quality consistent with advanced graduate training and the counseling profession in their reflection, understanding, and application.
8. To demonstrate dispositions congruent with that of an ethically practicing professional.

#### **IV. REQUIRED TEXTS AND/OR MATERIALS**

American Counseling Association. (2014). *ACA Code of Ethics*. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

CED Practicum and Internship On-Site Supervisor Handbook found here: <http://www.winona.edu/counseloreducation/practicum-and-internship.asp>

##### *CMHC Track*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: American Psychiatric Publishing.

##### *School Counseling Track*

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs, third edition*. Alexandria, VA: Author.

#### **V. METHODS OF INSTRUCTION**

- A. Lecture/ discussion & modeling
- B. Use of technology and media including videotapes, films, and Powerpoints
- C. Case presentations with reflective teaming (see assigned reading)
- D. Case studies and responses to structured exercises
- E. Reflective self-evaluations

**VI. COURSE CONTENT AREAS**

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for *Clinical Mental Health* and *School Counseling* outlined below:

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentations & Work Sample Review	3. Instructor & site supervisor evaluations	4. Practicum Learning Goals & Reflective Summary Paper
<b>FOUNDATION</b>				
<b>A. Knowledge</b>				
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.		X	X	
A8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	X		X	X
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	X		X	
<b>B. Skills and Practices</b>				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.		X	X	
B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.			X	
<b>COUNSELING, PREVENTION, AND INTERVENTION</b>				
<b>C. Knowledge</b>				

C5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	X		X	
C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.		X	X	
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.		X	X	
<b>D. Skills and Practices</b>				
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.		X	X	
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.		X	X	
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.			X	
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.		X	X	
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.		X	X	
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	X	X	X	
D7. Applies current record-keeping standards related to clinical mental health counseling.			X	
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.		X	X	

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.	X	X	X	X
<b>DIVERSITY AND ADVOCACY</b>				
<b>E. Knowledge</b>				
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.		X	X	
<b>F. Skills and Practices</b>				
F1. Maintains information regarding community resources to make appropriate referrals.		X	X	
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.			X	
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.		X	X	
<b>ASSESSMENT</b>				
<b>H. Skills and Practices</b>				
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	X	X	X	
H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.		X	X	
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.		X	X	
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	X	X		

<b>RESEARCH AND EVALUATION</b>				
<b>I. Knowledge</b>				
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.		X	X	
<b>J. Skills and Practices</b>				
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.		X	X	
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.		X	X	
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.		X	X	
<b>DIAGNOSIS</b>				
<b>K. Knowledge</b>				
K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).		X	X	
K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.		X	X	
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.		X	X	
<b>L. Skills and Practices</b>				
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.		X	X	
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.		X	X	



L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.		X	X	
<b>2009 CACREP STANDARDS</b> <b>School Counseling</b>	<b>LOCATION OF EVALUATION</b>			
	<b>1. Attendance &amp; Reflective Teaming Feedback</b>	<b>2. Case Presentations &amp; Work Sample Review</b>	<b>3. Instructor &amp; site supervisor evaluations</b>	<b>4. Practicum Learning Goals &amp; Reflective Summary Paper</b>
<b>FOUNDATIONS</b> <b>A. Knowledge</b>				
A2. Understands ethical and legal considerations specifically related to the practice of school counseling.	X	X	X	
A3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	X		X	
A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practices of school counseling.	X			
A5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.		X	X	
<b>B. Skills and Practices</b>				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.		X	X	
B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.		X	X	
<b>COUNSELING, PREVENTION AND INTERVENTION</b> <b>D. Skills and Practices</b>				

D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	X	X	X	
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.		X	X	
D3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.		X	X	
D4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	X	X	X	
D5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	X	X	X	X
<b>DIVERSITY AND ADVOCACY</b>				
<b>F. Skills and Practices</b>				
F1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.		X	X	
F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.		X	X	
F3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student school climate and are equitable and responsive to multicultural student populations.		X	X	
F4. Engages parents, guardians, and families to promote the academic, career, personal/social development of students.		X	X	
<b>ASSESSMENT</b>				
<b>H. Skills and Practices</b>				
H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.		X	X	

H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.		X	X	
H4. Makes appropriate referrals to school and/or community resources.		X	X	
H5. Assesses barriers that impede students' academic, career, and personal/social development.		X	X	
<b>RESEARCH AND EVALUATION</b>				
<b>J. Skills and Practices</b>				
J1. Applies relevant research findings to inform the practice of school counseling.	X	X	X	
J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.		X	X	
<b>ACADEMIC DEVELOPMENT</b>				
<b>K. Knowledge</b>				
K1. Understands the relationship of the school counseling program to the academic mission of the school.	X		X	
K2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	X	X	X	
K3. Understands curriculum design, lesson plan development, classroom strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	X	X	X	
<b>L. SKILLS AND PRACTICES</b>				
L1. Conducts programs designed to enhance student academic development.		X	X	
L2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.		X	X	

L3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.		X	X	
<b>COLLABORATION AND CONSULTATION</b>				
<b>M. Knowledge</b>				
M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	X		X	
M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.			X	
M4. Understands systems theories, models, and processes of consultation in school system settings.		X	X	
M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.			X	
M6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	X		X	
M7. Knows school and community collaboration models for crisis/disaster preparedness and response.	X		X	
<b>N. Skills and Practices</b>				
N1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.		X	X	
N2. Locates resources in the community that can be used in the school to improve student achievement and success.		X	X	
N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.			X	
N4. Uses peer helping strategies in the school counseling program.			X	

N5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.		X	X	
<b>LEADERSHIP</b>				
<b>O. Knowledge</b>				
O1. Knows the qualities, principles, skills, and styles of effective leadership.	X			X
O2. Knows strategies of leadership designed to enhance the learning environment of schools.				X
O3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.			X	
O4. Understands the important role of the school counselor as a system change agent.			X	X
O5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.			X	
<b>P. SKILLS AND PRACTICES</b>				
P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.		X	X	
P2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).			X	X

## VII. COURSE EVALUATION METHODS

<b>Deliverables/Assignments</b>	<b>CACREP Standards (CMHC/School)</b>	<b>Weight** (%)</b>
1. Attendance, Participation, Class Discussion	<b>A8, 10, C5, D6, 9, H1, 4/A2-4, D1, 4-5, J1, K1-3, M2, 6-7, O1</b>	15
2. Practicum Learning Goals	<b>A8, D9/D5, O1-2, 4, P2</b>	10

3. Case Presentations (Written & Oral)	<b>A6, B1, C7-8, D1-2, 4-6, 8-9, E3, F1, 3, H1-4, I3, J1-3, K1-3, L1-3/ A2,5, B1-2, D1-5, F1-4, H1-2, 4-5, J1-2, K2-3, L1-3, M4, N1-2</b>	20
4. Work Sample Transcripts (One for each case presentation)	<b>B1, D6, 9, E3, F1, 3, H2-4/B1-2, D1-2, 4-5, F1, H5, J1, L1-3, M4</b>	10
5. Reflective Summary Paper	<b>A8, D9/D5, O1-2, 4, P2</b>	15
6. Instructor (1) and Site Supervisor (1) Evaluations	<b>CCS is calculated for Minimum Target Scores for sections 1 (66/88), 2 (60/80), and 3 (60/80) respectively and for a combined score. ^^See note about target scores below.</b>	<b>40</b> (20% Site Supervisor Evaluation; 20% University Supervisor Evaluation)
<b>**NOTE: All assignments are scored on a 100-point scale, and then weighted using the percentages above.</b>		<b>Potential Total 100</b>

## A. DESCRIPTIONS OF STUDENT'S EXPECTATIONS

### 1. Attendance and Participation (15%)

Attendance and participation in classroom activities, including reflective teaming, are essential in order for students to gain full benefit from this course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Other participation variables, which influence grade include:

- Students' ability to utilize and integrate feedback from instructor, peers, and tape reviews.
- Students' ability for self-reflection and self-critique in providing alternative interventions.

### 2. Practicum Learning Goals (10%)

The practicum student will be required to identify 4-5 learning goals for the course in consultation with his/her instructor and site supervisor. The goals should be measurable with potential outcomes provided. Upload to the corresponding D2L assignment folder on the assigned due date (see course schedule).

### 3. Written & Oral Case Presentations (2 x 10% = 20%)

Students will present two cases according to the format outlined below. Student's peers and instructor will provide feedback using the reflective teaming model. The written case presentations will be uploaded D2L at least 1 day before students are scheduled to present in class. See the rubric below for what to include in your written/oral case presentations.

### 4. Case Presentation Work Sample Transcriptions (2 x 5%= 10%)

To accompany each case presentation, students will present an audio/video work sample, each of which must include a written transcript of least 8 to 10 minutes of session content. The work sample transcription includes all of the following, and is submitted with the corresponding written case presentation:

- (1) A written transcription of 8 - 10 minutes of the work sample using the **Work Sample Transcription Format**, and
- (2) The written numerical rating of the students' overall performance using the **Work Sample Student Rating Scale**, both of which are described below Appendix A: *Course Rubrics*

All transcriptions due the day of class, and should be uploaded to the corresponding D2L assignment folder at least one day before class. **The audio/video work sample should be uploaded to MediaSpace and shared with your instructor only.**

### **5. Reflective Summary Paper (15%)**

The practicum student will submit a final summary paper of his/her practicum experience discussing goals met in practicum, identifying the tasks completed at the practicum site, supervision experiences, critical incidents, other final thoughts related to the practicum experience, what the student learned about him/herself and evaluation of self-care. Goals should show outcomes using data and discussion (e.g., Goal 1: Provide individual counseling to at least 1 adolescent between the ages of 12-18. Data: Co-led 3 sessions of individual counseling with a 16-year old client. *Then, discuss strengths and areas for growth to continue to work with this population independently.*) Upload to the corresponding D2L assignment folder on the assigned due date (see course schedule).

### **6. Instructor and Site Supervisor Evaluations (2x20%=40%)**

The university supervisor and the site supervisor will each submit an evaluation of the students' skills and dispositions using the *Counseling Skills Scale* (sections 1-3), which will be reviewed with the student. Signed site supervisor evaluations are due by the last week of class to the corresponding D2L assignment folder on the assigned due date (see course schedule). **NO EXCEPTIONS.**

## **B. GRADING**

*Letter grade only:* A final course grade will be determined by the student's overall performance throughout the practicum experience. If for any reason a student does not meet the criteria set forth in this syllabus/practicum course, he/she may receive a "C" grade or lower, suggesting the student is *not* ready for internship. In this case and depending on the recommendation of the course instructor, the student may need to extend his/her practicum, elect to change to professional development degree, or withdraw from the CE program. The current retention policy is outlined

in the student handbook. Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, sincere and thorough preparation, peer collaboration, cooperation with Practicum supervisors and University supervisors as well as reflective practice are aspects of professional leadership and expected of students throughout the course.

**GRADING SCALE:**

Outcomes for the successful completion of counseling practicum are comprised of two parts:

1. Students must receive a grade of B or better to pass the class according to the grading scale below, which is based on student deliverables 1-5 outlined above.

**A= (100-90%); B= (89-80%); C= (79-70%); D=(69% or below)**

**AND,**

2. CCS scores on both the *site supervisor* and *instructor* evaluations (see Component 6 in Student Expectations) have to meet the minimum target thresholds (total target score of 186 or better) for acceptable skill and dispositional level for **both** the instructor and site supervisor evaluations to pass this course successfully. Remediation, including repeating the practicum semester or other recommendations as determined by the department, or dismissal from the program will be considered if target scores are not met.



**APPENDIX A. COURSE RUBRICS****1. Attendance and Participation Rubric**

<b>Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
<b>Individual Participation</b>	Regularly asks questions or gives responses that indicate reflection and knowledge of class material.	Occasionally asks questions or gives responses that indicate reflection, some knowledge of class material.	Rarely asks questions or gives responses that indicate familiarity with class material.	Does not ask questions or give responses that indicate familiarity with topics for class.
<b>Reflective Teaming</b>	Regularly responds with questions, extending the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format.	Occasionally responds with questions, extending or complimenting the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format.	Rarely responds with questions, extending the thinking, theoretical application and/or practice of the case presenter in Reflective Teaming format, or provides feedback that does not align to the case.	Does not add to the case conceptualization of the presenter or does not use Reflective Teaming format.
<b>Attendance</b>	Attends every class. Is always on time and stays until the end of class.	Student misses one class, turns in make-up paper that reflects analysis, synthesis and evaluation of subject matter. Is usually on time and usually stays until the end of class.	Misses more than one class; makes up classes by writing a paper with an analysis, synthesis and evaluation of subject matter. Occasionally comes late or leaves early.	Misses more than one class; does not make up missed classes with a paper that indicates analysis, synthesis and evaluation of subject matter. Frequently comes late or leaves class early.
<b>Total Score</b>	<b>100-90</b>	<b>89-80</b>	<b>79-70</b>	<b>69 or less</b>

**2. Practicum Learning Goals Rubric**

<b>Learning Goals (20)</b>	<b>Excellent (20-18)</b>	<b>Good (17-16)</b>	<b>Average (15-13)</b>	<b>Poor (12-0)</b>
<b>Number of goals</b>	At least 5 goals are present.	At least 4 goals are present.	At least 3 goals are present.	Fewer than 3 goals are present.
<b>Self-care</b>	Self-care is included as a goal.	Self-care is included as a goal.	A self-care goal is present.	A self-care goal is not present.
<b>Measurability</b>	All goals are completely measureable.	Most goals are completely measureable.	Fewer than half of the goals are completely measureable or most are somewhat measureable.	None of the goals are completely measureable or fewer than half are somewhat measureable.
<b>Writing Skills (5)</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Average (3-2)</b>	<b>Poor (1-0)</b>
<b>Spelling and Grammar</b>	No spelling or grammatical errors.	Fewer than 5 spelling and grammar errors.	Fewer than 10 spelling and grammar errors.	10 or more spelling and grammar errors.
<b>Sentence Structure</b>	No incomplete sentences and or awkwardly worded sentences.	Few incomplete sentences and or awkwardly worded sentences.	Several incomplete sentences and or awkwardly worded sentences.	No complete sentences.
<b>Professional Writing Style and Paper Structure</b>	Concepts are excellently articulated and easy to follow.	Concepts are well articulated and somewhat easy to follow.	Concepts are vaguely articulated and difficult to follow.	Concepts are not clear and are extremely difficult to follow.
<b>Professional Growth (20)</b>	<b>Excellent (20-18)</b>	<b>Good (17-16)</b>	<b>Average (14-12)</b>	<b>Poor (11-0)</b>
<b>Challenge</b>	<b>Extends learning beyond comfort zone.</b>	<b>Extends learning beyond comfort zone.</b>	<b>Learning occurs, and student is willing (not resistant) to try to incorporate new ways of doing, but cannot identify them without direct suggestion, or has difficulty recognizing growth areas consistent with trainee's needs.</b>	<b>Learning occurs, but student is unwilling or resistant to try to incorporate new ways of doing, and/or has difficulty recognizing growth areas consistent with trainee's needs.</b>
<b>Creativity</b>	<b>Incorporates novel experiences that impact clientele.</b>	<b>Incorporates experiences that impact clientele.</b>		
<b>Self-awareness</b>	<b>Fits with student identified growth areas.</b>	<b>Fits with student identified growth areas.</b>		
<b>Timeliness (5)</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Average (2)</b>	<b>Poor (0-1)</b>
<b>Assignment</b>	Turned in on time.	Turned in 2 or fewer days late.	Turned in 4 or fewer days late.	Turned in more than 4 days late.
<b>Total Score</b>	<b>50-46</b>	<b>45-40</b>	<b>39-29</b>	<b>28-below</b>

**3. Case Presentation Rubric & Suggested Format**

**CASE PRESENTATION RUBRIC**

<b>Oral Criteria</b>	<b>Excellent (50-45)</b>	<b>Good (44-40)</b>	<b>Average (39-35)</b>	<b>Poor (34-0)</b>
<b>Client Conceptualization (20; 20-18, 17-16, 15-14, 13 and below)</b>	Rich description 5/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors	Rich description 4/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors	Rich description 3/6 of relevant 1) Identifying Data, 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors; or loose description of 4-6 factors.	Loose description 3/6 of relevant 1) Identifying Data and 2) History, 3) Presenting Problem, 4) Interpersonal, 5) Environmental and 6) Personality Factors.
<b>Treatment Plan/Intervention (20; 20-18, 17-16, 15-14, 13 and below)</b>	Identifies a clear plan that utilizes or plans to use a theory and technique with appropriate considerations for the client's issue.	Identifies a plan with some elements of theory and technique with appropriate considerations for the client's issue.	Identifies a plan with some elements of theory and technique that is either not appropriate for the client, or misses significant considerations for the client's issue.	Cannot formulate a plan with at least one element of theory and technique and/or misses significant considerations for the client's issue.
<b>Utilization of Feedback in Reflective Teaming (10; 10-9, 8, 7-6, 5)</b>	Integrates peers' feedback in constructive ways that helps to enrich the plan for the client.	Attempts to integrate peers' feedback in constructive ways that helps to enrich the plan for the client.	Peers' feedback is received positively, but is not integrated or considered in case.	Peers' feedback is not well-received or received in a defensive manner.
<b>Written Criteria</b>	<b>Excellent (50-45)</b>	<b>Good (44-40)</b>	<b>Average (39-35)</b>	<b>Poor (34-0)</b>
<b>Rationale for Plan (20; 20-18, 17-16, 15-14, 13 and below)</b>	Clear rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, and research-based interventions.	Clear rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, without consideration for a research-based intervention.	Loosely articulated rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, and does not include a research-based intervention.	No rationale for treatment is given, or does not align to the problem, relevant history or conceptualization.
<b>Reflective Case Discussion (20; 20-18, 17-16, 15-14, 13 and below)</b>	Two interventions including what can be changed; strengths and areas of improvement are clearly articulated. Complete copy of case presentation is included.	Two interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.	One interventions that can be changed; strengths and/or areas of improvement are vaguely articulated or not aligned with case. Incomplete copy of case presentation is included.	Interventions that can be changed are not identified; and/or strengths and/or areas of improvement are not present. Copy of case presentation is not included.
<b>Transcription Skill Work (10; 10-9, 8, 7-6, 5)</b>	Excellent use of counseling skills is evident throughout tape. All sections included in written report.	Very good use of counseling skills is evident throughout tape.	Good use of counseling skills is evident throughout tape.	Good use of counseling skills is not evident throughout tape.
<b>Total Score</b>	<b>100-90</b>	<b>89-80</b>	<b>79-70</b>	<b>69-0</b>

**CASE PRESENTATION FORMAT (Headings for Case Conceptualization Handout)**

Name: (pseudonym)

Grade Level or Age:

1. Basic identifying data (significant to case conceptualization):
2. Presenting Problem: What are the complaints, concerns, discomforts of this session?
  - a. Client's perspective
  - b. Order of importance (first, second, ...).
  - c. Precipitating circumstances
  - d. Behavioral description and recurrence (Frequency, Intensity and Duration)
3. Relevant History: Any historical information related to the concern that may be helpful.
  - a. How did your relationship with this student begin?
  - b. Familial, educational, physical, emotional, psychological, environmental, etc.:
4. Interpersonal Style:
  - a. Orientation toward others in social environment.
  - b. Interpersonal stance toward counselor, teachers, peers, others.
5. Environmental Factors:
  - a. Sources of Stress:
  - b. Sources of Support:
6. Personality Dynamics:
  - a. Cognitive Factors:
  - b. Emotional Factors:
  - c. Behavioral Factors:
7. Counselor's Conceptualization of the Problem:
  - a. Central features of the problem?
  - b. Common themes, what ties it all together?
  - c. Diagnosis (if appropriate)
8. Response to the Client: Your recommendation should be based on the conceptualization of the problem. What would you recommend:
  - a. As an appropriate intervention and why? Your rationale should be clear and tied to the presenting problem, relevant history, assessments, etc.
  - b. What theoretical approach and techniques are you choosing to use with this student and why?
9. Work Sample Transcription and Work Sample Student Rating

### 4. Work Sample Transcription Format, Rating Criteria, & Rubric

#### WORK SAMPLE TRANSCRIPTION FORMAT

Statement (CO = Counselor; CL = Client)	Skill(s)
CO: Tell me what's going on.	ENC
CL: Well, I've just been admitted to grad school, and I am worried about everything.	
CO: I was in grad school for a while, and it was really hard.	OOPS! Disclosure
<i>Student reflection: I should have said this: "You sound really overwhelmed"</i>	PS/RF
CL: I'm working full-time, I'm dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I'm in over my head.	
CO: Tell me what that's like for you, being "in over your head"...	FOC

#### ABBREVIATIONS FOR SKILL LABELING

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IM
Reflection of feeling	RF	Eliciting meaning	EM
Reflection of content	RC	Reflection of meaning	RM
Focusing	FOC	Caring confrontation	CC
Closed question	CQ	Self-disclosure	SD
Open question	OQ	Directive	DIR
Affirmation	AFF	Advice giving	AG
Summary	SU	Silence (purposeful)	SI
Client observations	CO	Paraphrasing	PA
Psychoeducation	PE		

#### WORK SAMPLE RUBRIC

Criteria	Excellent (23-25)	Good (20-22)	Average (17-19)	Poor (14-16)	Unacceptable (0-13)
<b>Skill Labels &amp; Rating (10)</b>	Completely accurate with less than three weak statements replaced with preferred statements.	Completely accurate with more than three weak statements replaced with preferred statements.	Less than three labeling errors with less than three weak statements replaced with preferred statements.	Less than five labeling errors with more than three weak statements replaced with preferred statements.	More than five labeling errors and more than three weak statements replaced with preferred statements.
<b>Counseling Skills (15)</b>	Excellent skill level demonstrated throughout transcript.	Good skill level demonstrated throughout transcript.	Average skill level demonstrated throughout transcript.	Poor skill level demonstrated throughout transcript.	Unacceptable skill level demonstrated throughout transcript.
<b>Total Score</b>	<b>25 or more</b>	<b>18 or more</b>	<b>16 or more</b>	<b>14 or more</b>	<b>0 to 18</b>

**WORK SAMPLE TRANSCRIPTION STUDENT RATING SCALE (select one)**

**Unacceptable Skill Level (1):** One indicates the use of inappropriate or lack of skillful interventions. Examples include: inability to listen, self-disclosure, praise, advice giving, premature problem solving, judgmental/disrespectful interactions, close-ended/binary questions, seeking reassurance from the client, etc. Relationship with client inappropriate (e.g., lack of boundaries, offensive, rejecting, judgmental, lack of empathy/understanding, social rather than therapeutic, inability to understand the client's world view, impose own world view, etc.).

**Poor Skill Level (2):** Two indicates an over reliance on one or two skills (e.g., overuse of encouragers, solicits information repeatedly without using the information provided by the client, unable to focus the session, etc.). The counselor provides a low level or minimal response to the client. The counselor does not use a variety of interventions and is not able to utilize client information. There is a lack of connection in the client/counselor relationship. The trainee needs improvement in listening and communicating understanding to the client.

**Average Skill Level (3):** Three indicates an ability to demonstrate the basic communication skills (e.g., listening sequence, clarification, paraphrasing, summarization, reflection of content, etc.). The counselor is able to utilize client information. Beginning to connect with client and foster a therapeutic relationship and understanding.

**Good Skill Level (4):** Four indicates an ability to demonstrate advanced counseling skills (e.g., advanced empathy, confrontation, immediacy, reflection of feeling, reflection of meaning, interpretation, metaphor, reframe, etc.). The counselor is able to use and add to client information/story. Appropriate risk taking on the part of the counselor is evident. Client/Counselor relationship includes safety and risk taking, comfort and discomfort, etc. Counselor is able to help the client understand her/his own story better than before they began talking.

**Excellent Skill Level (5):** Five indicates an ability to consistently demonstrate all the skills, both basic and advanced, depending upon the client and the counselor/client interaction. Counselor is also able to demonstrate creativity, insight, identify patterns or themes in client behavior/thoughts, feelings, etc. Counselor interventions and relationship with the client are therapeutic (i.e., lead to change) and contextually based. The counselor contributes consistently and profoundly to the story/interaction.

**5. Practicum Reflective Summary Paper Rubric**

<b>Summary of Experiences (40)</b>	<b>Excellent (40-36)</b>	<b>Good (35-32)</b>	<b>Average (31-28)</b>	<b>Poor (27-0)</b>
<b>Practicum Goals</b>	Positives and negatives discussed; changes clearly stated for future.	Positives or negatives discussed; changes for future vaguely stated.	Positives or negatives cursorily discussed. No changes stated for future.	No positives or negatives discussed, no changes stated for future.
<b>Tasks Completed</b>	Successes and challenges clearly stated.	Successes or challenges clearly stated.	Successes or challenges vaguely stated.	No successes or challenges stated.
<b>Supervision Experiences</b>	Evaluation of experiences clearly stated with personal learning included.	Evaluation of experiences well stated without personal learning included.	Evaluation of experiences vaguely stated or personal learning excluded.	Evaluation of experiences vaguely stated and no personal learning included.
<b>Critical Incidents</b>	Discussed in depth with learning included.	Discussed in depth; learning vaguely included.	Cursorily discussed, no learning included.	No discussion of experiences, no learning included.
<b>Final Thoughts</b>	Excellent synthesis of Practicum experience.	Good synthesis of Practicum experience	Fair synthesis of Practicum experience.	No synthesis of Practicum experience.
<b>Self-Learning</b>	Clear evidence of reflection.	Some evidence of reflection of total experience.	Little evidence of reflection.	No evidence of reflection
<b>Outcomes (Data)</b>	All goals have been measured using data and are noted in paper.	Three goals have been measured using data and are noted in paper.	Two or one goals have been measured using data are noted in paper.	No goals have been measured using data or are not noted in paper.
<b>Writing Skills (10)</b>	<b>Excellent 10-9</b>	<b>Good 8-6</b>	<b>Average 5-3</b>	<b>Poor 2-0</b>
<b>Writing Style</b>	Thoughts well-articulated using professional style.	Thoughts articulated using professional style.	Thoughts articulated with vacillation between professional and colloquial style.	Thoughts poorly articulated or chiefly colloquial in style.
<b>Grammar and Spelling</b>	No grammatical and/or spelling errors.	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.
<b>Total Score</b>	<b>50-45</b>	<b>45-40</b>	<b>39-31</b>	<b>30-0</b>

## VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

### A. University Expectations and Resources

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages,



sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

## **B. Graduate Student Resources**

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, ([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):
- RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))
- UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100.

The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595.

Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

*UCR Learning Center - Rochester* - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

*Writing Center - Winona:* The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

**IX. COURSE SCHEDULE** (This schedule is subject to change in the event of extenuating circumstances)

**NOTE: Required forms, numbered in the student expectations column, can be found in the Practicum Internship On-site Supervisor handbook on the WSU CED website.**

<b>DATE</b>	<b>Topics of Discussion &amp; Case Presentations</b>	<b>Due to Instructor</b>	<b>CMHC/SC</b>
<b>5/14 Class Meeting</b>	<b>Introductions, Course Planning, Syllabus Review, Learning Goal Discussion, Discussion of Site Visits &amp; Supervisor/Supervisee Rights and Responsibilities, Forms. Suicide and Substance Use/Risk Screening and Assessment; Ethics in Counseling</b>	<b>1. Internship Site Approval Form 2. Practicum-Internship Agreement 3. Student Information form 4. Proof of Liability Insurance 5. Schedule Initial Site Visit via email</b>	<b>A6, A10, B1, D9/A2, B1, O1</b>
<b>5/21</b>	Course instructor is available for distance supervision or in-person consultations		
<b>5/28 Class Meeting</b>	<b>The First Session: Structuring, Rapport, Confidentiality, Communication, and Assessment; Case Conceptualization and Treatment Planning; Site Check-ins</b>	<b>Practicum Learning Goals due to D2L Dropbox 4. All Site Visits Completed by Instructor; Signed Site Supervisor Handbook form 5. Weekly Log</b>	<b>A8, E3, K1- 3/D3, H1-2, 4- 5,</b>
<b>6/4</b>	Course instructor is available for distance supervision or in-person consultations		
<b>6/11 Class Meeting</b>	<b>Intervention Selection and Implementation; Multicultural Sensitivity and Competencies; Program Planning</b>	<b>5. Weekly Log Attendance &amp; Preparation for Class Discussion/Supervision READ: Course readings on Reflective Teaming (D2L)</b>	<b>C7-8, F1-3, H1, I1/D1, F1, H1, J1-2, P1-2 B2, C5, H2-4/ A3-5, K1-3, M2-7, O2-5</b>
<b>6/18</b>	Course instructor is available for distance supervision or in-person consultations		
<b>6/25 Class Meeting</b>	<b>Practicum Formal Case Presentations Reflective Teaming</b>	<b>5. Weekly Log Tape Presentation #1 and Transcription due in D2L Dropboxes.</b>	<b>D1-8, H2-4, J1-3, L1-3/B1- 2, D1-5, F1-4, L1-3, N1-5</b>
<b>6/28-7/4</b>	Dr. Cigrand attending ASCA Conference; Available by cell phone.		
<b>7/9 Class Meeting</b>	<b>Practicum Formal Case Presentations Reflective Teaming</b>	<b>5. Weekly Log Tape Presentation #1 and Transcription due in D2L Dropboxes.</b>	<b>D1-8, H2-4, J1-3, L1-3/B1- 2, D1-5, F1-4, L1-3, N1-5</b>
<b>7/16</b>	Course instructor is available for distance supervision or in-person consultations		

<p><b>7/23</b> <b>Class Meeting</b></p>	<p><b>Practicum Formal Case Presentations</b> <b>Reflective Teaming</b></p>	<p>5. Weekly Log <b>Tape Presentation #1 and Transcription due in D2L Dropboxes</b></p>	<p><b>D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5</b></p>
<p><b>7/30</b></p>	<p>Course instructor is available for distance supervision or in-person consultations</p>		
<p><b>8/6</b> <b>Class Meeting</b></p>	<p><b>Practicum Formal Case Presentations</b> <b>Reflective Teaming</b> <b>Final Class</b> <b>Discuss: Goal Successes, Goals for Internship</b></p>	<p>5. Weekly Log <b>Tape Presentation #2 and Transcription due in D2L Dropboxes</b> 8. Final report signed by site supervisor is due to instructor. 9. Personal Practicum File Data Verification Form is due to instructor. 10. University Supervisor Evaluation due.  <b>Reflective Summary of Goals due to D2L Dropbox</b></p>	<p><b>D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5</b></p>
		<p><i>No final exam for this class</i></p>	