

Fall 2021

CE 680 Syllabus: Counseling Practicum - Moore

Mitch Moore
Winona State University

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Winona State University Counselor Education Department CE 680: Counseling Practicum, Sections 01 & 02 Course #001963 and #002121, 3 Semester Hours Fall semester 2021		
Course Location	Class sessions are on Monday evenings from 5pm to 8pm via Zoom on the following dates: See pp. 14-16 for schedule	
Instructor	Mitch Moore, Ph.D., LADC-S	
Instructor Contact Information	(507) 535-2551 (office) or (507) 951-3399 (cell, preferred); email: mmoore@winona.edu	
Zoom link:	https://minnstate.zoom.us/j/9097426241	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office	WSU-Rochester, Riverside Bldg., 400 South Broadway, Suite 300	
Instructor Office Hours:	Tuesday & Thursday, noon–5:00PM via Zoom appointment (or as arranged via Zoom)	
	Students must purchase and activate their Tevera account as Internship-required forms and paperwork will be submitted through the Tevera platform.	

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 a minimum of 100 hours. Forty (40) of those clock hours must be direct service work with appropriate clients. The remaining 60 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/knowledge-center/ethics> or
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- CED Practicum and Internship On-Site Supervisor Handbook found here:
<https://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 (2019). *The ASCA national model: A framework for school counseling programs*, fourth edition. Alexandria, VA: Author.

V. METHODS OF INSTRUCTION

- A. Lecture/ discussion & modeling
- B. Use of technology and media including videotapes, films, and PowerPoint presentations
- C. Case presentations with reflective teaming (see assigned reading)

- D. Case studies and responses to structured exercises
- E. Reflective self-evaluations

VI. COURSE EVALUATION METHODS

Deliverables/ Assignments	CACREP Standards (CMHC/School)	Weight** (%)
1. Attendance, Participation, Class Discussion	A8, 10, C5, D6, 9, H1, 4/A2-4, D1, 4-5, J1, K1-3, M2, 6-7, O1	15
2. Practicum Learning Goals	A8, D9/D5, O1-2, 4, P2	5
3. Case Presentations (Written & Oral)	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	20
4. Work Sample Transcripts (for each case presentation)	B1, D6, 9, E3, F1, 3, H2-4/B1-2, D1-2, 4-5, F1, H5, J1, L1-3, M4	10
5. Reflective Summary Paper	A8, D9/D5, O1-2, 4, P2	10
6. Instructor and Site Supervisor CCS-R Evaluations (both mid-term and final evaluations) * *Student will also do a mid-term self-evaluation	The Counseling Competencies Scale-Revised (CCS-R) is calculated for Minimum Target Scores. For section 1, <i>Counseling Skills & Therapeutic Conditions</i> , the minimum is 48/60 pts. in all 12 skills areas. For Section 2, <i>Counseling Dispositions & Behaviors</i> , the minimum is 44/55 pts. In all 11 dispositions, for a combined target minimum score of 92/115.	40 20% Site Supervisor Evaluation. 20% University Supervisor Evaluation.
**NOTE: All assignments are scored on a 100-point scale, and then weighted using the percentages above.		Potential Total 100

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). Two to three sentences of a clear rationale for each goal should be provided; that is, (a) why is this a developmentally appropriate goal for you, and (b) how may this goal benefit you, your clients and/or your agency or school.

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:

- A written transcription of 8 - 10 minutes of the work sample using the **Work Sample Transcription Format**.
- 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 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:

- 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)

- 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

VII. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 680 are included.

2016 CACREP STANDARDS CORE	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
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
1k. Strategies for personal and professional self-evaluation and implications for practice.	X	X		X
1l. Self-care strategies appropriate to the counselor role.				X
1m. The role of counseling supervision in the profession.	X	X	X	
5. COUNSELING AND HELPING RELATIONSHIPS				
5l. Suicide prevention models and strategies.	X	X		
5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	X	X		
5n. Processes for aiding students in developing a personal model of counseling.	X	X		
7. ASSESSMENT AND TESTING				
7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	X	X		
7d. Procedures for identifying trauma and abuse and for reporting abuse.	X	X		
7i. Use of assessments relevant to academic/educational, career, personal, and social development.	X	X		
7j. Use of environmental assessments and systematic behavioral observations.	X	X		
7k. Use of symptom checklists, and personality and psychological testing.	X	X		
7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.	X	X		
2016 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
1. FOUNDATIONS				
1b. Theories and models related to clinical mental health counseling.	X	X		X

1c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	X	X		
1d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.	X	X		
2. CONTEXTUAL DIMENSIONS				
2a. Roles and settings of clinical mental health counselors.	X	X		
2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.	X	X		
2d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	X	X		
2j. Cultural factors relevant to clinical mental health counseling.	X	X		
2k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	X	X		
2l. Legal and ethical considerations specific to clinical mental health counseling.	X	X		X
2m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	X	X		
3. PRACTICE				
3a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	X	X		
3b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.	X	X		
3c. Strategies for interfacing with the legal system regarding court-referred clients.	X	X		
3d. Strategies for interfacing with integrated behavioral health care professionals.	X	X		
3e. Strategies to advocate for persons with mental health issues.	X	X		
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	1. Attendance, Class Discussion & Reflective Teaming Feedback	2. Case Presentation & Work Sample Review	3. Instructor & site supervisor evaluations	4. Practicum Learning Goals & Reflective Summary Paper
2. CONTEXTUAL DIMENSIONS				
2e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.	X	X		

2j. Qualities and styles of effective leadership in schools.	X	X		
2k. Community resources and referral sources.	X	X		
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	X	X		
2n. Legal and ethical considerations specific to school counseling.	X	X		X
3. PRACTICE				
3b. Design and evaluation of school counseling programs.	X	X		
3c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	X	X		
3d. Interventions to promote academic development.	X	X		
3e. Use of developmentally appropriate career counseling interventions and assessments.	X	X		
3f. Techniques of personal/social counseling in school settings.	X	X		
3h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.	X	X		
3i. Approaches to increase promotion and graduation rates.	X	X		
3j. Interventions to promote college and career readiness.	X	X		
3k. Strategies to promote equity in student achievement and college access.	X	X		
3l. Techniques to foster collaboration and teamwork within schools.	X	X		
3m. Strategies for implementing and coordinating peer intervention programs.	X	X		
3n. Use of accountability data to inform decision making.	X	X		

APPENDIX A. COURSE RUBRICS

1. Attendance and Participation Rubric

Criteria	Excellent	Average	Fair	Poor
Individual Participation	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.
Reflective Teaming	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.
Attendance	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.
Total Score	100-90	89-80	79-70	69 or less

2. Practicum Learning Goals Rubric

Learning Goals (20)	Excellent (20-18)	Good (17-16)	Average (15-13)	Poor (12-0)
Number of goals	At least 5 goals are present.	At least 4 goals are present.	At least 3 goals are present.	Fewer than 3 goals are present.
Professional Identity	A professional identity goal builds identity in school or clinical mental health counseling through association participation, professional development, or advocacy work.	A professional identity goal builds identity as a counselor in program area (i.e., school or clinical mental health counseling).	A professional identity goal is present.	A professional identity goal is not present
Self-care	Self-care is included as a goal, is aligned with student identified needs, and achievable this semester.	Self-care is included as a goal and aligns with student identified needs.	A self-care goal is present.	A self-care goal is not present.
Measurability	All goals are completely measurable.	Most goals are completely measurable.	Fewer than half of the goals are completely measurable, or most are somewhat measurable.	None of the goals are completely measurable or fewer than half are somewhat measurable.
Writing Skills (5)	Excellent (5)	Good (4)	Average (3-2)	Poor (1-0)

Spelling and Grammar	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.
Sentence Structure	No incomplete sentences and awkwardly worded sentences.	Few incomplete sentences and awkwardly worded sentences.	Several incomplete or awkwardly worded sentences.	No complete sentences.
Professional Writing Style and Paper Structure	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.
Profess. Growth (20)	Excellent (20-18)	Good (17-16)	Average (14-12)	Poor (11-0)
Challenge	Extends learning beyond comfort zone.	Extends learning beyond comfort zone.	Learning occurs, and student is willing (not resistant) to try to incorporate new ways of doing but cannot identify them without direct suggestion.	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 needs.
Creativity	Incorporates novel experiences that impact clientele.	Incorporates experiences that impact clientele.		
Self-awareness	Open to growth; goals fit with student identified growth areas and move trainee out of comfort zone.	Open to growth; goals fit with student identified growth areas.	Open to identifying areas for growth, difficulty recognizing growth areas consistent with trainee's needs.	Not open to identification of areas for growth.

Timeliness (5)	Excellent (5)	Good (4)	Average (2)	Poor (0-1)
Assignment	Turned in on time.	Less than 2 days late	Less than 4 days late.	More than 4 days late.
Total Score	50-46	45-40	39-29	28-below

3. Case Presentation Rubric & Suggested Format

Oral Criteria	Excellent (50-45)	Good (44-40)	Average (39-35)	Poor (34-0)
Client Conceptualization (20; 20-18, 17-16, 15-14, 13 and below)	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.
Treatment Plan/Intervention (20; 20-18, 17-16, 15-14, 13 and below)	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.
Utilization of Feedback in Reflective Teaming (10; 10-9, 8, 7-6, 5)	Integrates peers' feedback in constructive ways that help to enrich the plan for the client.	Attempts to integrate peers' feedback in constructive ways that help 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.
Written Criteria	Excellent (50-45)	Good (44-40)	Average (39-35)	Poor (34-0)

Rationale for Plan (20; 20-18, 17-16, 15-14, 13 and below)	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	Loosely articulated rationale for treatment that is tied to the presenting problem, relevant history, your conceptualization of the problem, and does not include a	No rationale for treatment is given, or does not align to the problem, relevant history or conceptualization.
Reflective Case Discussion (20; 20-18, 17-16, 15-14, 13 and below)	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 intervention 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.
Transcription Skill Work (10; 10-9, 8, 7-6, 5)	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.
Total Score	100-90	89-80	79-70	69-0

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, Video/audio Link (URL), 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)
Skill Labels & Rating (10)	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.
Counseling Skills (15)	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.
Total Score	25 or more	18 or more	16 or more	14 or more	0 to 18

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

Summary of Experiences(40)	Excellent (40-36)	Good (35-32)	Average (31-28)	Poor (27-0)
Practicum Goals	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.
Tasks Completed	Successes and challenges clearly stated.	Successes or challenges clearly stated.	Successes or challenges vaguely stated.	No successes or challenges stated.
Supervision Experiences	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.
Critical Incidents	Discussed in depth with learning included.	Discussed in depth; learning vaguely included.	Cursorily discussed, no learning included.	No discussion of experiences, no learning included.
Final Thoughts	Excellent synthesis of Practicum experience.	Good synthesis of Practicum experience	Fair synthesis of Practicum experience.	No synthesis of Practicum experience.
Self-Learning	Clear evidence of reflection.	Some evidence of reflection of total experience.	Little evidence of reflection.	No evidence of reflection
Outcomes (Data)	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.

Writing Skills (10)	Excellent10-9	Good8-6	Average5-3	Poor2-0
Writing Style	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.
Grammar and Spelling	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.
Total Score	50-45	45-40	39-31	30-0

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES, & 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 cell phones, and any other electronic devices that make any noise.

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>.

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/):

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>.
- *Writing Center - Winona:* <https://www.winona.edu/english/writingcenter.asp>
 - 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)

Because of the size of this class, we will be using a split schedule format and dividing the class into two sections.

- **Group 1 (*Purple Team)**, will attend 7 class sessions on 8/23, 9/13, 10/4, 10/18, 11/1, 11/15, 11/29 for faculty supervision, case presentations and reflective teaming
- **Group 2 (*Gold Team)**, will attend 7 class sessions on 8/30, 9/27, 10/11, 10/25, 11/8, 11/22, 12/6 for faculty supervision, case presentations and reflective teaming

*See p. 15 for list of **Purple** and **Gold** team members

ALL DUE DATES STILL APPLY!

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.

<p>*Purple Group – section 01, course #001963</p> <ul style="list-style-type: none"> • Casey B. • Brody F. • Heather G. • Melanie G. • Andrea G-L. • Lindsey H. • Nikki K. • Grace L. 	<p>*Gold Group – section 02, course #002121</p> <ul style="list-style-type: none"> • Sophie L. • Tea M. • Barry N. • Claire R. • Jennifer F.-M. • Jessica W. • Leeann W. • Farzaneh Z-F.
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DATE	Topics of Discussion & Case Presentations	Due to Instructor	CMHC/SC
8/23 Class Meeting	<p>Introductions, Course Planning, Syllabus Review, Learning Goal Discussion, Discussion of Site Visits, Tevera, Forms., etc.</p> <p>PLEASE NOTE: Site supervisor/Student/Instructor eVisits need arranged as soon as possible!</p> <p>Also, various topics, such as: intervention selection and implementation; multicultural sensitivity and competencies; program planning; suicide and substance use/risk screening and assessment; ethics in counseling; clinical supervision.</p>	<ul style="list-style-type: none"> • Internship Site Approval Form due to Tevera • Practicum-Internship Agreement due to Tevera • Student Information form due to Tevera • Proof of Liability Insurance due to Tevera <ul style="list-style-type: none"> ▪ Schedule Initial Site Visit via email ▪ Internship Learning Goals due 8/30/21 via D2L 	A6, A10, B1, D9/A2, B1, O1 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
8/30 Class Meeting	<p>Introductions, Course Planning, Syllabus Review, Learning Goal Discussion, Discussion of Site Visits, Tevera, Forms., etc.</p> <p>PLEASE NOTE: Site supervisor/Student/Instructor eVisits need arranged as soon as possible!</p> <p>Also, various topics, such as: intervention selection and implementation; multicultural sensitivity and competencies; program planning; suicide and substance use/risk screening and assessment; ethics in counseling; clinical supervision.</p>	<ul style="list-style-type: none"> • Internship Site Approval Form due to Tevera • Practicum-Internship Agreement due to Tevera • Student Information form due to Tevera • Proof of Liability Insurance due to Tevera <ul style="list-style-type: none"> ▪ Schedule Initial Site Visit via email • Internship Learning Goals due 8/30/21 via D2L 	A6, A10, B1, D9/A2, B1, O1
9/6 No Class - Labor Day Holiday		All Site eVisits Completed by Instructor. Signed Site Supervisor Handbook form READ: Course readings on Reflective Teaming (D2L)	A8, E3, K1-3/D3, H1-2, 4-5,
9/13 Class Meeting	Practicum Formal Case Presentations Reflective Teaming	Weekly Log Weeks 1-3 due for section 01 and 02	D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5
9/20 No Class			
9/27 Class Meeting	Practicum Formal Case Presentations Reflective Teaming	Weekly Log Weeks 4-5 due for section 01 and 02 Tape Presentation #1 and Transcription due in D2L Assignments folder, TBD.	D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5

10/4 Class Meeting	Practicum Formal Case Presentations Reflective Teaming		
10/11 Class Meeting	Practicum Formal Case Presentations Reflective Teaming	Weekly Log Weeks 6-7 due for section 01 and 02 Tape Presentation #1 and Transcription due in D2L <i>Assignments</i> folder, TBD .	D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5
10/18 Class Meeting	Practicum Formal Case Presentations Reflective Teaming		
10/25 Class Meeting	Practicum Formal Case Presentations Reflective Teaming	Weekly Log Weeks 8-9 due for section 01 and 02 Tape Presentation #1 and Transcription due in D2L <i>Assignments</i> folder, TBD .	D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5
11/1 Class Meeting	Practicum Formal Case Presentations Reflective Teaming		
11/8 Class Meeting	Practicum Formal Case Presentations Reflective Teaming	Weekly Log Weeks 10-11 due for section 01 and 02 Tape Presentation #2 and Transcription due in D2L <i>Assignments</i> folder, TBD .	D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5
11/15 Class Meeting	Practicum Formal Case Presentations Reflective Teaming		
11/22 Class Meeting	Practicum Formal Case Presentations Reflective Teaming	Weekly Log Weeks 12-13 due for section 01 and 02 Tape Presentation #2 and Transcription due in D2L <i>Assignments</i> folder, TBD .	D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5
11/29 Final Class Meeting	Practicum Formal Case Presentations Reflective Teaming Discuss: Goal Successes, Struggles; Goals for Internship		
12/6 Final Class Meeting	Practicum Formal Case Presentations Reflective Teaming Discuss: Goal Successes, Struggles; Goals for Internship	Weekly Log Weeks 14-15 due for section 01 and 02 Tape Presentation #2 and Transcription due in D2L <i>Assignments</i> folder. Reflective Summary of Goals due to D2L <i>Assignments</i> folder, TBD .	D1-8, H2-4, J1-3, L1-3/B1-2, D1-5, F1-4, L1-3, N1-5
<ul style="list-style-type: none"> • Logs & Final report signed by site supervisor due to Tevera • Final site supervisor CCS-R evaluation due to Tevera • Personal Internship File Data Verification Form is due to Tevera • Site Evaluation due to Tevera. • Final Reflective Paper and all other miscellaneous paperwork due to D2L or Tevera 			
12/13 – Optional class for students remaining at practicum sites through 12/15/21			

COVID-19 WSU Resources

Please bookmark these links: https://learn.winona.edu/Online_COVID_Toolkit and https://learn.winona.edu/Category:Keep_Teaching for your information.