

Fall 2015

CE 680 Syllabus: Counseling Practicum

Jo Hittner
Winona State University

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**Winona State University
Department of Counselor Education
CE680-01 Counseling Practicum
Fall 2015**

Title: Professor: Jo Hittner, Ph.D., L.P.

Office Location: 116B Gildemeister Hall

Phone: 507-457-5339

E-mail: jhittner@winona.edu

Office Hours: Wednesdays 12:00-5:00 p.m.

Thursdays 12:00-5:00 p.m.

(other times by appointment)

Course Location: Gildemeister 329

Course Dates: Wednesdays 8/26, 9/9, 9/23, 10/7, 10/21, 11/4, 11/18, 12/2

Times: 5:00-8:00 p.m.

Delivery: Face-to-face; **ITV** for three classes due to scheduling conflicts

Course Description:

To enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision and classroom interaction. The course is designed to prepare counselors for development as independent professional counselors. The evidence provided through the quality of the course requirements, demonstration of maturity, personal insight and professional presentation as appropriate to the counseling profession, will determine the course grade.

The Counselor Education Program requires students to complete a supervised counseling practicum of 150 hours. 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.

The primary intention of the counseling practicum experience is to provide growing exposure and orientation to a relevant professional setting. The responsibility of supervision is shared between the university and the practicum site supervisor. The expectation of on-site practicum supervisors is to provide ongoing guidance and orientation to graduated relevant site experiences.

Required Texts and/or Materials:

There is no text nor materials required for this class.

Course Objectives:

This course provides practical experience in school and community 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 to:

- ✚ Critique one's own skills and development by:
 - Providing two audio/video tapes for class review
 - Identifying strengths and weaknesses of one's own counseling
 - Evaluating effectiveness of one's own counseling techniques
- ✚ Provide feedback to peers in a professional manner by:
 - Pointing out strengths and weaknesses of peers' tapes
 - Developing alternative strategies for counseling techniques
 - Evaluating the effectiveness of peers' counseling
 - Using an evaluation resource for giving feedback
- ✚ Apply counseling skills and interventions from a variety of counseling perspectives by:
 - Identifying specific theories used in counseling sessions
 - Describing rationale for use of intervention in counseling situation
 - Formulating alternative perspectives for counseling
- ✚ Apply intervention skills with different populations such as special needs and culturally diverse populations by:
 - Seeking out clients with special needs and cultural diversity
 - Identifying unique needs of special needs and culturally diverse populations
 - Describing alternative interventions to respond to unique needs
- ✚ Demonstrate knowledge of professional ethical codes and their application in a variety of cases by:
 - Discussing ethics exhibited at practicum sites
 - Modeling ethical behavior while at practicum sites
 - Describing appropriate ethical guidelines in counseling situations
- ✚ Serve as a consultant in various situations by:
 - Attending meetings where consultation by a counselor is appropriate
 - Listening to the concerns of people seeking consultation
 - Responding to the concerns with accurate and outcome based information
- ✚ Maintain case notes, summaries, and reflective assessments of the counseling process and client's change as required by the practicum site by:
 - Charting immediately after each counseling session
 - Keeping personal notes on clients if a chart is not maintained
 - Making referrals when necessary
- ✚ Develop an effective personal counseling style
 - Obtaining supervision as often as possible

- Requesting feedback on counseling sessions
- Modifying techniques based on feedback and personal reflection

Outcome Goals of Practicum Supervision:

A goal of supervision is to help counselors learn to think about clients and their work with them, not to provide directives about particular client or events in therapy, by:

- + Assisting counselors to *develop and test hypotheses* in session with the client and that all interventions are based on hypotheses about the client and the therapeutic interaction.
- + Encouraging counselors to *shift* from a performance laden stance ("Did I do this right?") to that of curiosity (What did I learn? Was my hypothesis confirmed or not? Do I have new information that allows me to make a new hypothesis?).
- + Preparing counselors to *manage* the frustration and tension associated with the ambiguity of the counseling process.
- + Facilitating the counselors' *self-awareness and understanding* with regard to their influence (directly or indirectly) on the counseling process and to develop skills in objective self-reflection.
- + Helping counselors to *identify and develop skills* not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator.

Anticipated Performance Goals:

- + To demonstrate *knowledge of developmental stage* level of clients.
- + To demonstrate *treatment planning* that matches the needs of the client.
- + To provide honest *feedback* to themselves and their peers for increased professional awareness and development.
- + To demonstrate *professional risk taking* in their reflection, understanding, and application of counseling skills.
- + To demonstrate *counseling techniques* that are congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
- + To demonstrate *ethical and professional standards* consistent with the ACA ethical guidelines and the profession of counseling in the community and school settings.
- + To fulfill the requirements of the course at a level of *quality* consistent with advanced graduate training and the counseling profession.

Expectations of the Learning Process:

All members of a learning community willingly share the responsibilities of gathering, synthesizing and building meaning from information and shared experience. The Instructor/Supervisor has the responsibility to aid in constructing meaningful learning opportunities that develop principles and process skills consistent with being a professional counselor.

The instructor/supervisor is committed to:

- + giving students as much control as possible over their own learning experiences
- + encouraging students to think critically
- + sharing personal understanding, principles and perspectives with students
- + directing students to a broad variety of readings, resources and experiences
- + clarifying concepts and application of process skills
- + helping in establishing criteria for quality work
- + providing ongoing supervision and corrective feedback

The student's responsibility, as a counselor-in-training, is to fully engage in this course by:

- + taking control of learning
- + reading and synthesizing a broad variety of resources and experiences
- + relating information to personal experience
- + collaborating with other class members on the issues
- + making observations and asking questions
- + being professional in his/her commitments and responsibilities to clients, peers, and the university and on-site supervisors.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Related Standards:

Mental Health Counseling:

Section II - Professional Identity

G. Common core curricular experiences and demonstrated knowledge required of all students in the program.

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:
 - d. self-care strategies appropriate to the counselor role
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - j. ethical standards of professional organizations and credentialing

bodies, and applications of ethical and legal considerations in professional counseling.

2. Social and Cultural Diversity

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

5. Helping Relationships

a. an orientation to wellness and prevention as desired counseling goals;

b. counselor characteristics and behaviors that influence helping processes;

c. essential interviewing and counseling skills;

f. a general framework for understanding and practicing consultation;

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies

Section III- Clinical Mental Health Counseling

Counseling, Prevention and Intervention

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorder
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. 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.

Diversity and Advocacy

F. Skills and Practices

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Assessment

H. Skills and Practices

1. 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.
2. 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.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. 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.

Diagnosis

L. Skills and Practices

1. 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.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

School Counseling:

Section II - Professional Identity

G. Common core curricular experiences and demonstrated knowledge required of all students in the program.

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:
 - d. self-care strategies appropriate to the counselor role
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
5. Helping Relationships
- a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - f. a general framework for understanding and practicing consultation;
 - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies

Counseling, Prevention and Intervention

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. 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.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impeded students' academic, career, and personal/social development.

Research and Evaluation

J. Skills and Practice

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

Academic Development

L. Skills and Practice

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Collaboration and Consultation

N. Skills and Practice

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. 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.

Leadership

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. 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)

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your cellphones and any other electronic devices that make any noise. Computers may be only be used in the classroom for class use and with permission of the professor.

Course Expectations and Requirements:

1. *Attendance and Participation:*

- ✚ Attendance and participation in classroom activities 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. If you are know you are going to miss more than one class this semester, it is better to postpone registration until the next semester when you will be able to be present for all the classes.

2. *Show proof of professional liability insurance **due August 26.***

3. *Identify a Practicum Counseling Site and perform in a professional manner*

- ✚ The practicum student is required to identify (in consultation with his/her advisor and university supervisor) a practicum site for performing the counseling duties relevant to the setting (i.e. school, community). **Prior to or early in the semester, the student is required to arrange an initial meeting with him/herself, the on-site supervisor(s), and the university instructor. This meeting can be in person or by phone, depending on distance. This is to be set up if at all possible by September 9. The on-site supervisor needs to sign a Practicum/Internship Agreement**

Form. This is due to the instructor by August 26 or as soon as possible following.

- ✚ The practicum student will perform in a professional manner adhering to ACA ethical standards, acting in a professional manner with site professionals as well as CE faculty, and taking appropriate responsibility for his/her learning goals.

4. *Submit Practicum Learning Goals*

- ✚ The practicum student will be required to identify and submit learning goals for the course. The student will do this in consultation with his/her on-site supervisor. **These are due on D2L by September 9. A SMART goal sheet is on D2L.**

5. *Participate in and record a **minimum** of 150 hours of related practicum activities*

- ✚ 40 hours of Direct Contact (individual and/or group counseling)
- ✚ 110 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) **A copy of the final record of hours is due to the instructor by December 9.**
 - **Direct contact hours include** direct participation in client-related volunteer activities including site programs, client activities such as play therapy, arts/crafts, social opportunities for clients, intakes, interviews, (in person or via phone), individual or group counseling (shadowing does NOT count), and testing. Co-counseling is considered direct service.
 - **Indirect contact hours include** case consultation with supervisors or peers, case notes, case management, paperwork, preparation for sessions, class attendance, supervision, research on topics related to counseling the population with whom interns work, outreach, presentation or attendance at workshops/conferences.

6. *Peer Supervision*

- ✚ Students who are presenting a case must provide a brief overview of the client's background information with identified concerns and defined goals for the case presentation. The overview is to be placed on D2L in the dropbox for case presentation, as well as presented in class.
- ✚ Students are required to ask the group for strengths and insight into problem areas for the counselor. *Cases will consider relevant ethical issues and standards pertinent to case management.*
- ✚ Format provided as follows:
 - Identifying information (Age, education, and other demographic info):
 - Presenting underlying concerns
 - Diagnosis (if one is present)

- Brief overview of background related to concerns (developmental, emotional, behavioral characteristics, important relationship issues, also discuss strengths)
- Treatment history (previous treatment, length and types of treatment, attitude toward treatment, progress)
- Counselor's concerns or questions (impasses, confusing dynamics, new interventions, personal reactions)
- Peers will provide verbal and written feedback on the tapes in class using the CED Counseling Skills Scale Tape Evaluation

Practicum Grading Scale

Evaluation of clinical skills will be based on the following 5-point Scale. Each point has been defined according to the skill competencies and/or deficiencies. Students are also to use this scale when providing a self-assessment of their tape review for their Feedback Narrative.

1. **Unacceptable Skill Level.** 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.).
2. **Poor Skill Level.** 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. Lack of connection in the client/counselor relationship. Needs improvement in listening and communicating understanding to the client.
3. **Average Skill Level.** 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.
4. **Good Skill Level.** 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 both

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.

5. Excellent Skill Level. 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.

**The instructor may also adopt other evaluation measures, which would be discussed with students.

Other variables which influence grade:

*Student's ability to utilize and integrate feedback from tape reviews.

** Student's ability for self-reflection and self-critique in providing alternative interventions.

7. Audio/video tapes/transcripts

- ✚ Students will be prepared to present one organized and relevant audio/video case to group supervision meetings during their practicum experience. Each tape must be at least 15 minutes in length.
 - The students will write a Feedback Narrative noting their own strengths and areas of improvement as described in the evaluation of clinical skills above. These will be put in the D2L dropbox along with the tape transcripts.
 - A transcript of 5 minutes of one of the counseling sessions will be included with the tape with skills used in the session. This will be put on D2L in the dropbox for transcripts. A score of 16 or more is needed to avoid turning in a second transcript.

✚ Transcript Format:

Statement	Skill(s)
C1: Tell me what's going on.	ENC
CL: Well, I've just been admitted to grad school and I am worried about everything.	
C2: I was in grad school for a while and it was really hard.	Ugh! I don't like this.
P.S. You sound really overwhelmed.	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.	
C3: Tell me what that's like for you, being "in over your head"...	FOC

✚ Skills and abbreviations for transcripts:

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IMM
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
Open summary	OS	Influencing skill	IS
Closing summary	CS	Paraphrasing	PA
Client observations	CO	Preferred Statement	PS

8. Individual Clinical Supervision

- ✚ The student will gradually assume the duties consistent with expectations of his/her practicum site as well as demonstrate the professionalism consistent with the profession and the ACA Code of Ethics. **A meeting with the site supervisor, student and instructor needs to be set up by December 2. A completed on-site supervisor evaluation form needs to be submitted to the instructor by December 9.**

9. Maintaining Personal Practicum File:

- ✚ A copy of the ACA Ethical Codes
- ✚ Professional Counseling Log of hours (weekly and final report)

10. Submit a Reflective Summary Paper:

- ✚ The practicum student will submit a final summary paper (minimum of 5 pages) 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. **Burnout This is due on D2L by December 9.**

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" or not ready grade for internship. In this case and depending on the recommendation of the course instructor, the student may need to extend his/her practicum, drop to a 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, reflective preparation, peer collaboration, cooperation with Practicum supervisors and course instructor as well synthetic thinking are aspects of professional leadership and expected of students throughout the course.

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1.	Attendance and Participation	1	30
2.	Show Proof of Liability Insurance		
3.	Identify Site; Professional Conduct; Site Visit		
4.	Practicum Learning Goals	2	35
5.	Participate in 150 Hours of Practicum		
6.	Tape Transcript	3	20
7.	Case Presentation	4	90
8.	Maintain Practicum File		
9.	Reflective Summary Paper	5	55
Total			230

Scoring Rubrics

1. Attendance and Participation

Criteria	Level 4 10 points	Level 3 9 points	Level 2 8 points	Level 1 0 points
▼Topic Discussion	Regularly asks questions and/or makes observations that indicate understanding.	Occasionally asks questions and/or makes observations that indicate understanding.	Rarely asks questions and/or makes observations that indicate understanding.	Does not ask questions or make observations that indicate understanding.
▼Tape Feedback	Regularly gives feedback on both strengths and weaknesses.	Regularly gives feedback on either strengths or weaknesses.	Occasionally gives feedback on either strengths or weaknesses.	Does not give feedback on tapes.
▼Attendance	Does not miss any classes. Is always on time.	Misses one class with permission; is usually on time.	Misses class more than once with permission; comes late occasionally.	Misses class without permission; comes late frequently.
▼Overall Score	Level 4 30 or more	Level 3 27 or more	Level 2 24 or more	Level 1 0 or more

2. Practicum Learning Goals

Learning Goals	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼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.
▼Self-care inclusion	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.
▼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	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼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	Complete sentences throughout.	Most sentences are complete.	Few complete sentences.	No complete sentences.
▼Readability	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.
Timeliness	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Timeliness	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.
Overall Score	Level 4 35 or more	Level 3 28 or more	Level 2 21 or more	Level 1 0 or more

3. Tape Transcript

Criteria	Level 5 10 points	Level 4 9 points	Level 3 8 points	Level 2 7 points	Level 1 0 points
▼Skill Labels	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.

▼Microskills	Excellent microskill level demonstrated throughout transcript.	Good microskill level demonstrated throughout transcript.	Average microskill level demonstrated throughout transcript.	Poor microskill level demonstrated throughout transcript.	Unacceptable microskill level demonstrated throughout transcript.
Overall Score	Level 5 20 or more	Level 4 18 or more	Level 3 16 or more	Level 2 14 or more	Level 1 0 or more

4. Case Presentation

Criteria	Exceptional 15 points	Above Average 13 points	Competent 10 points	Inadequate 0 points
▼Interventions	Excellent use of counseling skills is evident throughout tape.	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.
▼Personal Critique	Three interventions including what can be changed; strengths and areas of improvement are clearly articulated. Complete copy of case presentation is included.	Three interventions including what can be changed; strengths and areas of improvement are vaguely articulated. Complete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are vaguely articulated. Incomplete copy of case presentation is included.	Fewer than three interventions that can be changed; strengths and/or areas of improvement are not present. Copy of case presentation is not included.
Peers' Critique	Exceptional 10 points	Above Average 9 points	Competent 8 points	Inadequate 0 points
▼Peers' Critique	Peers' feedback is overall extremely positive with good skill development evident.	Peers' feedback is generally positive with good skill development evident	Peers' feedback is positive with some skill development evident.	Peers' feedback is positive with little skill development evident.
Overall Score	Exceptional 37 or more	Above Average 34 or more	Competent 32 or more	Inadequate 0 or more

5. Reflective Summary Paper

Summary of Experiences	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼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
▼Evaluation of Self-Care	Strengths and weaknesses of goals excellently stated; plan for sustainability.	Strengths and weaknesses well stated; good plan for sustainability	Strengths, weaknesses of goals vaguely stated, vague plan for sustainability.	No strengths or weaknesses of goals stated, no plan for sustainability.
Writing Skills	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Writing Style	Thoughts excellently well-articulated	Thoughts well-articulated.	Thoughts somewhat well-articulated.	Thoughts poorly articulated.
▼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.

▼Length of Paper Within page limitations.

▼ Timeliness	▼ Level 4 5 points	▼ Level 3 4 points	▼ Level 2 3 points	▼ Level 1 0 points
▼Timeliness	Turned in on time.	Less than two days late.	Less than four days late.	More than four days late.
▼ Overall Score	▼ Level 4 55 or more	▼ Level 3 44 or more	▼ Level 2 33 or more	▼ Level 1 0 or more

Grade Scale

A=230-214 (93-100%) B= 213-198 (86-92%) C= 197-182 (79-85%) D= below 182

Due Dates:

Proof of Liability Insurance to instructor by **August 26**

Practicum Student Information Form to instructor by **August 26**

Practicum -Internship Agreement signed by site supervisor to instructor by **August 26 or as soon as possible after class begins.**

Onsite visit with student, supervisor and instructor set up by **September 9 or as soon as possible after class begins. This may be done by phone, if necessary.**

Site Supervisor visit completed by **September 9.**

Practicum Learning Goals on D2L by **September 9.**

Final report signed by site supervisor to instructor by **December 9.**

Final evaluation & site visit with student, supervisor and instructor by **December 9.**

File Data Verification Form to instructor by **December 9.**

Reflective Summary Paper is due on D2L by **December 9.**

Site Evaluation is due on D2L by **December 9.**

Course Evaluation is due by Qualtrics survey by **December 9.**

University Expectations and Resources:

Academic Integrity: 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>.

Accommodations: 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/):

- RCTC Counseling Center, UCR Room SS133; 285-7260 (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 and Diversity Office is 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>

Tentative Course Outline

Session

1 (8/26) Introduction, Syllabus

Proof of Liability Insurance due to instructor
 Practicum-Internship Agreement due to instructor
 Practicum Student Information form due to instructor

(9/2) Site supervisor/Practicum student/Instructor visit arranged or as soon as possible after class begins.

2 (9/9) Suicide Discussion

Practicum Learning Goals due
 Site Supervisor Visit Completed

3 (9/23) Co-occurring Disorders Discussion

4 (10/7) Crisis Management Discussion

5 (10/21) Stages of Change Discussion

6 (11/4) Multicultural Competencies Discussion
 Three case presentations

7 (11/18) Spirituality Discussion
 Three case presentations

8 (12/2) Wrap up
 Three case presentations

- (12/9)
1. Final report signed by site supervisor is due to instructor.
 2. Final evaluation and site supervisor visit with student, supervisor and instructor is due.
 3. Practicum File Data Verification Form is due to instructor.
 4. Reflective Summary Paper is due on D2L.
 5. Site Evaluation due on D2L.
 6. Course Evaluation due on Qualtrics Survey.