

Fall 2013

CE 680 Syllabus: Counseling Practicum

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Winona State University
College of Education
Counselor Education Department
Fall 2013

CE680 Counseling Practicum
Mondays 5:00-8:00 p.m. Room: Somsen 306
3 credits, Grade only

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Office hours:

Mondays 10:00-4:00

Tuesdays 10:00-4:00

(other times by appointment)

Purpose of the course:

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.

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.

CACREP Standards:

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- School Counseling

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. [Experiment](#)

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source(s)). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. [Plagiarism](#)

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, 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.

Winona Campus Resources:

- Student Support Services, Krueger Library 219, 457-5465
(www.winona.edu/studentssupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595
(www.winona.edu/culturaldiversity/)

- Disability Services, Maxwell 314, 457-2391 (www.winona.edu/disabilityservices/)
- Counseling Center, Integrated Wellness Center 222, 457-5330 (www.winona.edu/counselingcenter/)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- GLBTA Advocate, 507-457-5330
- Advising and Retention, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources:

- Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible.
- College can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wellness Center 220, and they can be reached at 457-5330.
- For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona.
* Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).

Course Requirements and Grading:

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. **Note:** Weather will undoubtedly interfere with class at times. Make smart decisions about winter travel and consult the instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the professor will provide updates about cancellations via e-mail by 4 p.m. on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade.

2. Show proof of professional liability insurance **due September 9.**

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 phone meeting with him/herself, the on-site supervisor(s), and the university instructor. This is to be completed if at all possible by September 16. The on-site supervisor needs to sign a Practicum/Internship Agreement Form. This is due to the instructor by September 16.**
- ✦ 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 16.** An example of Practicum Learning Goals 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 6.**

- **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 will prepare a case presentation summary on 1 client before presenting these cases for peer supervision in class. Peers will provide verbal and written feedback on the case presentations.
- ✚ Students must provide a brief overview of the client's background information with identified concerns and defined goals.
- ✚ 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)

7. *Audio/video tapes/transcripts*

- ✚ Students will be prepared to present one organized and relevant audio/video cases to group supervision meetings during their practicum experience. Peers will provide verbal and written feedback on the tapes
 - Each tape must be at least 15 minutes in length.
 - The student will select at least three interventions that they would like to change, then discuss with peers a new response that would be more useful/appropriate/skilled.

- The student will note his or her own strengths and areas of improvement as described in the evaluation of clinical skills below. These will be put in the D2L dropbox for case presentations.
- 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.

✚ **Counseling Skills Scale**

- Evaluation of Clinical Skills

The scales are divided into 18 specific microskills. Rate the student on a scale of 1, 2, 3, 4, or 5 according to the scale identification below. Provide rationale for the rating, in particular an example in the session for the rating. Also, provide a short example of what could be done differently if necessary.

- 5 Excellent skill level, highly developed
- 4 Good skill level, well developed
- 3 Average skill level, somewhat developed
- 2 Poor skill level, limited development
- 1 Unacceptable skill level, little to no development evident
- NA Skill not applicable at this time
- NP not performed, but had opportunities to do so

For Further Definition of ratings 1-5 note Grading Scale

I. SHOWS INTEREST AND APPRECIATION

1. **Eye contact:** maintains culturally and contextually appropriateness
 1 2 3 4 5

2. **Body Language:** Maintains open and relaxed posture. Maintains professional dress.
 1 2 3 4 5

3. **Encouragers:** Repeats key word and phrases. Uses prompts. Uses silences helpfully
 1 2 3 4 5

4. **Vocal Tone:** Uses vocal tones that match the sense of the session and goals.
 Communicates caring
 1 2 3 4 5

5. **Evoking and Punctuating Client Strengths:** Includes questions and reflections related to assets and competencies, positively reframes client experiences
 1 2 3 4 5

Group Score_____

II. ENCOURAGES EXPLORATION

1. **Questioning:** Asks open questions that encourage the client to continue talking and to provide information. Does not overuse questions. Uses when needed and theoretically consistent

1 2 3 4 5

2. **Requesting Concrete and Specific Examples:** Asks for concrete and specific instances when clients provide vague generalities.

1 2 3 4 5

3. **Paraphrasing:** Engages in brief, accurate, and clear rephrasing of what the client has expressed

1 2 3 4 5

4. **Summarizing:** Makes statements at key moments in the session that capture the overall sense of what the client has been expressing

1 2 3 4 5

Group Score: _____

III. DEEPENS THE SESSION

1. **Reflection of Feeling:** States succinctly the feeling and the content of the problem faced by the client

1 2 3 4 5

2. **Immediacy:** Recognizes here and now feelings, expressed verbally something occurring at the moment within the session. Counselor makes note of patterns, themes, client/counselor relationship issues, and discussion of currently experienced emotions

1 2 3 4 5

3. **Observing Themes and Patterns:** Identifies more overarching patterns of acting, thinking, or behaving in problem situations and processes those with client.

1 2 3 4 5

4. **Challenging/Pointing out Discrepancies:** Expresses observations of discrepancies. Discussion of differences in statements and emotion

1 2 3 4 5

5. **Reflecting Meaning and Values:** Reflects spoken or unspoken meanings from clients. Looks for behind the words meanings and expresses them to the client accurately.

1 2 3 4 5

Group Score _____

IV. DEVELOPS THE THERAPEUTIC RELATIONSHIP

Consistently engages in a caring manner with client, such as genuineness, warmth, acceptance, respect and positive regard. Level of empathy skill used is a main defining characteristic for this area. Student displaying poor empathy or even subtractive empathy receive 1-2, basic empathetic responses 3, and good to advanced types of additive empathy 4-5.

1 2 3 4 5

Group Score _____

V. MANAGES THE SESSION

1. **Opening the Session**

Smoothly and warmly greets client, offers summary of last session if applicable, transitions into working part of session

1 2 3 4 5

2. **Directing the Session**

Exploring story, developing understanding, clear evidence of working with interventions, creating change

1 2 3 4 5

3. **Closing the Session**

Timely ending of session, summarizes session, planning for future sessions if needed

1 2 3 4 5

Group Score _____

Feedback:

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 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 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.

 *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 awhile and it was really hard.	Ugh! I don't like this.
<i>P.S. You sound really overwhelmed.</i>	<i>PS/RF</i>
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	<i>Preferred Statement</i>	<i>PS</i>

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 completed on-site supervisor evaluation form needs to be submitted to the instructor by December 6.**

9. *Maintaining Practicum File:*

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

10. *Submit a Final Reflection 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 6.**

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 Transcripts	3	20
7.	Case Consultation	4	180
8.	Individual Supervision/Supervisor Evaluation		
9.	Maintain Practicum File		
10.	Final Reflection Paper	6	55
Total			320

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

4. 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

6. Tape Transcripts

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

7. Case Consultation

Case Presentation	Level 5 5 points	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 0 points
▼ Eye Contact	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Body Language	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Encouragers	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Vocal Tone	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Evoking and Punctuating Client Strengths	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Questioning	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Requesting Concrete and Specific Examples	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Paraphrasing	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Summarizing	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Reflection of Feeling	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Immediacy	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Observing Themes and Patterns	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Challenging/Pointing Out Discrepancies	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.

▼ Reflecting Meaning and Values	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Develops the Therapeutic Relationship	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Opening the Session	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Directing the Session	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Closing the Session	Excellent skill level, highly developed.	Good skill level, well developed.	Average skill level, somewhat developed.	Poor skill level, limited development.	Unacceptable skill level, little to no development evident.
▼ Overall Score	▼ Level 5 90 or more	▼ Level 4 72 or more	▼ Level 3 54 or more	▼ Level 2 36 or more	▼ Level 1 0 or more

10. Final Reflection 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=320-298 (93-100%)

B= 297-275 (86-92%)

C= 274-253 (79-85%)

D= below 274

Due Dates:

Proof of Liability Insurance to instructor by **September 9**

Practicum Student Information Form to instructor by **September 9**

Practicum -Internship Agreement signed by site supervisor to instructor by **September 9**

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

Onsite visit with student, supervisor and instructor by **September 9**

Final report signed by site supervisor to instructor by **December 7**

Final evaluation and site visit with student, supervisor and instructor by **December 7**

File Data Verification Form to instructor by **December 7**

Reflective Summary Paper is due on D2L by **December 7**

Site Evaluation is due on D2L by **December 7**

Course Evaluation is due by Qualtrics survey by **December 7**

STRUCTURE OF CLASS:

5:00-5:30	Check-in
5:30-6:00	Case Consultation 1
6:00-6:30	Case Consultation 2
6:30-6:45	Break
6:45-7:15	Case Consultation 3
7:15-7:45	Topic Discussion
7:45-8:00	Wrap-up

Tentative Course Outline

Session

1 (8/26 A & B) Introduction, Syllabus

Proof of Liability Insurance due to instructor

2 (9/9 A) Suicide Discussion

9/16 B Two case presentations

Practicum Student Information form due

Practicum Learning Goals due

Practicum-Internship Agreement due

Onsite supervisor visit due to be completed

3 (9/23 A) Sexual Abuse Discussion

(9/30 B) Two case presentations

4 (10/7 A) Co-occurring Disorders Discussion

(10/14 B) Two case presentations

5 (10/21 A) Stages of Change Discussion

(10/28 B) Three case presentations

6 (11/4 A) Crisis Management Discussion

(11/18 B) Three case presentations

7 (12/25 A) Multicultural Competencies and Spirituality Discussion

(12/2 B) Two case presentations

(12/7) No class

Final report signed by site supervisor is due to instructor

Final evaluation and site supervisor visit with student, supervisor and instructor is due

Practicum File Data Verification Form is due to instructor

Final Reflective Summary Paper is due on D2L

Site Evaluation due on D2L

Course Evaluation due on Qualtrics Survey