

Fall 2012

CE 680 Syllabus: Counseling Practicum

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Winona State University Counselor Education Department
CE 680 - Counseling Practicum
Fall 2012 Course Syllabus
Rochester – Memorial Hall 210 until 10/2/12; East Hall 237 from 10/16/12
Alternating Tuesdays, beginning September 4th, 5-8pm

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Wednesday 12-5, and by appointment

Required text:

Cowan, E. W. (2005). *Ariadne's Thread: Case Studies in the Therapeutic Relationship*. Boston, MA: Houghton Mifflin.

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 the upcoming internship experience and 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. Forty 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. Requiring these clinical experiences prior to an internship placement serves to increase the depth of the practicum student's upcoming internship experience by linking counseling knowledge to relevant counseling 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:

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

Outcome Goal of Practicum Supervision:

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

- a. 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.
- b. 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?).

- c. Preparing counselors to *manage* the frustration and tension associated with the ambiguity of the counseling process.
- d. 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.
- e. 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:

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

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

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

- a. taking control of learning
- b. reading and synthesizing a broad variety of resources and experiences
- c. relating information to personal experience
- d. collaborating with other class members on the issues
- e. making observations and asking questions
- f. 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- 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.

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).

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.

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.

Students with Disabilities Notice:

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.

Electronic Device Notice:

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

Laptop/PDA Policy:

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

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.

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.

Method of Instruction

- a. Lecture/ discussion
- b. Videotapes, films and powerpoints
- c. Modeling
- d. Internet-based learning
- e. Case presentations with peer feedback
- f. Case studies and responses to manual exercises
- g. Reflective self-evaluations
- h. Internet-based learning

Course Requirements:**1. Attendance and Participation: (30 points)**

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 2 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

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 on-site meeting with him/herself, the on-site supervisor(s), and the university supervisor as well as submit a Practicum Site Agreement.** It is hoped that this site may work into an internship site for the subsequent semester.
- 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 Professional Learning Goals (25 points)

- The practicum student will be required to identify and submit professional learning goals for the course. The student will do this in consultation with his/her on-site supervisor. **These are due within the first month of the semester.**

5. Participate in and record a minimum of 150 hours of practicum related 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.)
 - **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/Audio/Video tapes (25 points each; 50 points total)

- Students will be prepared to present two 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.
- 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.*
- Microskill development (see Appendix A) and consultation format will be graded.

7. Case Presentation Summary and Reflections (25 points each; 50 points total)

Students will prepare a **Case Presentation Summary on 2 clients** before presenting these cases for peer supervision in class. Peers will provide verbal and written feedback on the case presentations. **Case Presentation Summary** format provided as follows:

- Identifying information (Age, education, and other demographic info):
- Presenting underlying concerns
- 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)
- Diagnosis (if one is present)
- Counselor’s concerns or questions (impasses, confusing dynamics, new interventions, personal reactions)
- Students must also include a reflection paper outlining their identified strengths, weaknesses, and goals for the following session. These will be put in the D2L dropbox for case presentations.

8. Audio/video tapes/transcripts (20 points)

- 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 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>

9. Individual Clinical Supervision (45 points)

- 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 written on-site supervisor evaluation form needs to be submitted to the university toward the end of practicum.** This process is meant to assist the intern-to-be in identifying potential internship goals.
- The student will be required to participate in weekly supervision with on-site supervisor (1 hour/week), and attend two conjoint meetings with on-site supervisor and faculty supervisor at the beginning and end of the semester. More meetings can be arranged if needed. Meet one-on-one with faculty supervisor for mid-semester check-in once during semester.

10. Maintain Practicum File:

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

11. Submit a Final Practicum Summary Paper (50 points):

The practicum student will submit a final summary paper (minimum of 3 pages) of his/her practicum experience discussing goals met in practicum and set for internship, identifying the professional and counseling issues addressed, what the student learned about him/herself and evaluation of self-care. **This is due at or near the end of Practicum.**

12. Ariadne's Thread D2L discussion board (5 points/board; 35 points total)

The practicum student will initiate at least one discussion topic from selected readings in *Ariadne's Thread*, by Eric Cowan (2005). Each week a selected student or students will post a discussion question corresponding to the reading for that week. All students are required to post an original response to the question, and respond at least twice to another's post. **The discussion topic must be posted by the Tuesday that class does not meet – this will assure everyone has a week to respond.**

Total Points Possible for Course: 305

Attendance and Participation: 30 points

Professional Learning Goals: 25 points

Peer Supervision - case presentations (2): 50 points

Case summary and reflections (2): 50 points

Transcript: 20 points

Individual Clinical Supervision – Site Supervisor Evaluation: 45 points

Final Reflection Paper: 50 points

D2L Discussion Boards (7): 35 points

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 criterion 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, and synthetic thinking are aspects of professional leadership and expected of students throughout the course.

Grading scale:

305 – 275: A

274 – 244: B

Below 244: Remediation plan to continue in CED program

Course Schedule:

DATE	TOPICS/PRESENTATIONS	READINGS/ASSIGNMENTS
September 4	Introduction syllabus Goal setting and logistics	Proof of Liability Insurance Due Supervisor Agreement due
September 18	Suicide Prevention/Intervention Review of Professional Learning Goals	Cowan, Cases 1 & 2 Practicum goals due Discussion Board 1
October 2	Case Presentations: 1. 2.	Cowan, Case 3 Discussion Board 2
October 16	Crisis Management Case Presentations: 1. 2.	Cowan, Case 4 Discussion Board 3
October 30	Case Presentations: 1. 2.	Cowan, Case 5 Discussion Board 4
November 13	Licensure Case Presentations: 1. 2.	Cowan, Case 6 Discussion Board 5
November 27	Review of Goals Case Presentations: 1. 2.	Cowan, Case 7 Discussion Board 6
December 11	No Class	Cowan, Case 8 Reflection papers due Final Practicum packet due Discussion Board 7

Scoring Rubrics:

Attendance and Participation (30 points)

<i>Points Possible</i>	<i>Description</i>
24-30 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes or one with prior arrangement)
18-23 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason
11-17 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Misses no more than 1 classes w/o prior arrangement -Is occasionally late or leaves early w/out due reason
0 -10 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason

Professional Learning Goals (25 points)

	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>Below 7 points</i>
<i>Content (10 points)</i>	At least 5 goals are present. Inclusion of a detailed self-care plan.	5 goals included, but no self-care plan.	Less than 5 professional learning goals present.	Requirements not met.
<i>Content Grade</i>				
	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>Below 3</i>
<i>Format (5 points)</i>	Professional learning goals are well-written and clear.	Learning goals are adequately written, few errors.	Lack of clarity in learning goals, marginally written.	Requirements not met.
<i>Format Grade</i>				
	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>Below 7 points</i>
<i>Depth of</i>	Student	Student identifies	Goals are not	Requirements

<i>Understanding (10 points)</i>	identifies clearly measurable goals and methods for reaching them.	measurable goals, and some methods for reaching them.	clear or measurable, or little attention to methods for attaining them.	not met.
<i>Understanding Grade</i>				
Total Points:				

Peer Supervision/Case Consultation (25 points each; 50 points total)

	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>Below 7 points</i>
<i>Counseling Skill development (10 points)</i>	Excellent skill development, evidence of all microskills present.	Good skill development. Evidence of most microskills present.	Average skills development. Few microskills present in demonstration.	Requirements not met.
<i>Skills Grade</i>				
	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>Below 3</i>
<i>Accepting of Feedback (5 points)</i>	Student accepts constructive feedback and reflects on suggested areas of improvement.	Student accepts feedback without defensiveness, and shows some evidence of reflection.	Student shows defensiveness in receiving feedback. Shows little evidence of reflection.	Requirements not met.
<i>Feedback Grade</i>				
	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>Below 7 points</i>
<i>Consultation Skills (10 points)</i>	Student identifies at least three areas of consultation. Asks for input and feedback.	Student identifies two areas of consultation. Asks for input and feedback.	Student identifies one area of consultation, or does not ask for input or feedback.	Requirements not met.
<i>Consultation Grade</i>				
Total Points:				

Case Summary/Reflections (25 points each; 50 points total)

	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>Below 7 points</i>
<i>Summary (10 points)</i>	All relevant information is	Most relevant information is	Some relevant pieces of	Requirements not met.

	included in summary.	included in summary.	information missing from summary.	
Summary Grade				
	5 points	4 points	3 points	Below 3
<i>Format (5 points)</i>	Case summary is professionally written and follows case summary format. Reflects the client honestly and respectfully.	Case summary is adequately written and follows case summary format. Reflects the client clearly and honestly.	Case summary is marginally written, or does not follow format. Reflection of client is unprofessional or vague.	Case summary is poorly written or unprofessional.
Format Grade				
	10-9 points	8 points	7 points	Below 7 points
<i>Reflection (10 points)</i>	Student clearly identifies strengths, weaknesses, and goals for following session.	Student adequately identifies strengths, weaknesses and goals for following session.	Student does not clearly identify strengths, weaknesses, or goals for following session.	Requirements not met.
Reflection Grade				
Total Points:				

Transcript (20 points)

	8 points	7 points	6 points	Below 6 points
<i>Demonstration of Skills (8 points)</i>	Exemplary tape illustrating specific skills.	Above average tape illustrating specific skills.	Average tape illustrating specific skills.	Tape does not illustrate skills.
Skills Grade				
	8 points	7 points	6 points	Below 6 points
<i>Therapeutic Presence (8 points)</i>	Student demonstrates empathy, exemplary listening skills, and an inviting therapeutic presence.	Student demonstrates empathy, good listening skills, and an acceptable therapeutic presence.	Student lacks empathy, demonstrates marginal listening skills, and a difficult therapeutic presence.	Student lacks empathy, poor listening skills, and a poor therapeutic presence.

<i>Presence Grade</i>				
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>Below 2 points</i>
<i>Structure of Session (4 points)</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements.	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – weak statements are not replaced with preferred statements.
<i>Structure Grade</i>				
Total Points:				

Final Summary Paper (50 points)

	<i>20-18 points</i>	<i>17-16 points</i>	<i>15-14 points</i>	<i>Below 14 points</i>
<i>Content (20 points)</i>	All aspects of assignment addressed and discussed, and complex thinking skills utilized	Most aspects of assignment addressed and discussed, and complex skills utilized.	Some aspects of assignment missing, or lacking sufficient content.	Significant content missing from reflection on the practicum experience.
<i>Content Grade</i>				
	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>Below 7</i>
<i>Format (10 points)</i>	Exceptional Writing (excellent grammar, strong flow, structure, & strong synthesis of ideas).	Strong writing (excellent grammar, synthesis of ideas).	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas.
<i>Format Grade</i>				
	<i>20-18 points</i>	<i>17-16 points</i>	<i>15-14 points</i>	<i>Below 14 points</i>
<i>Depth of Understanding</i>	Paper clearly reflects upon the	Paper reflects upon the	Lack of sophistication in	Little to no evidence of

(20 points)	practicum experience.	practicum experience.	reflection of the practicum experience.	complex thought or reflection on the practicum experience.
Understanding Grade				
Total Points:				

Discussion Board Responses (5 points each; 35 points total)

	1 points	0 points	
<i>Content (1 point)</i>	Required number of responses met.	Required number of responses not met.	
Content Grade			
	2 points	1 point	0 points
<i>Format (2 points)</i>	Excellent writing skills, no grammatical errors.	Good writing skills, few errors.	Poor writing skills. Several errors.
Format Grade			
	2 points	1 point	0 points
<i>Depth of Understanding (2 points)</i>	Clear, articulate and thoughtful response to the discussion question posted. Response to other classmates is appropriate and respectful.	Student adequately answers discussion question posed, however lacks reflection and depth, or inappropriate response to classmates.	Inadequate response to question posed, inappropriate response to classmates' posts.
Understanding Grade			
Total Points:			

Appendix A

Counseling Skills Scale Evaluation of Clinical Skills

The scales are divided in to 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

Eye contact: maintains culturally and contextually appropriateness

1 2 3 4 5

Body Language: Maintains open and relaxed posture. Maintains professional dress.

1 2 3 4 5

Encouragers: Repeats key word and phrases. Uses prompts. Uses silences helpfully

1 2 3 4 5

Vocal Tone: Uses vocal tones that match the sense of the session and goals.

Communicates caring

1 2 3 4 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

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

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

1 2 3 4 5

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

1 2 3 4 5

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

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

1 2 3 4 5

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

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

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

1 2 3 4 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

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

Directing the Session

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

1 2 3 4 5

Closing the Session

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

1 2 3 4 5

Group Score ____

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 to use this scale when providing feedback of other students' tape review and when evaluating their own performance in reflection papers.

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.