



Practicum in Clinical Mental Health Counseling:
Counselor Education
School of Intervention and Wellness
COUN 5190
4 Credit Hours

Name: Susan M. Long, PhD, LPCC, CWC

Email: susan.long@utoledo.edu

Office Location & Hours: HH 3100C; virtual office hours by appointment

Class Location: Memorial Field House 2060

Class Day/Time: Wednesday, 4 — 7:40p

Catalog Description: Students receive supervised, practical experiences in providing individual and group counseling services to clients. Performance of counseling skills; relational skills; intervention techniques; documentation skills; and professional, ethical, and legal conduct is expected.

Course Description: Practicum will meet as a class every Wednesday for no less than 90 minutes per CACREP 2016 Standards. Class time will be divided between case presentations, content discussions, and reviewing counseling skills through the use of roleplay. Each student will have the opportunity to provide an overview of their current cases and raise questions for discussion each week. Participation each week is expected. Students will participate in university group supervision (this class), clinical supervision (site), and university doctoral supervision. This is explained in greater detail below.

This course applies theory to the practice of counseling. It is a primary component of the 2016 CACREP requirements for Professional Practice (Section 3): Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. This course also addresses some CACREP Standards in other areas such as Professional Identity (Section 2): 2.1 Professional Orientation and Ethical Practice; Section 2.2 Social/Cultural Diversity; Section 2.3 Human Growth/Development; Section 2.4 Career Development; and Section 2.5 Helping Relationships. Practicum is required for students planning to become licensed as professional counselors and for graduation from this program. Specifically, the course will address the following CACREP Standards (2016) (Section 3, Professional Practice):

1) Entry-Level Professional Practice:

- A) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B) Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C) Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D) Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E) In addition to the development of individual counseling skills, during *either* the practicum or internship, **students must lead or co-lead a counseling or psychoeducational group.**

2) Practicum:

- A) Students complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a **minimum of 10 weeks.**
- B) Practicum students complete **at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills. **A portion of these direct hours must be group counseling hours (ideally, 10).**

- C) Practicum students have weekly interaction **with site supervisors for one hour per week** of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- D) **Practicum students participate in an average of 1½ hours per week of university group supervision on a regular schedule throughout the practicum.** Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- E) Students will have **no less than 1 hour per week of individual or triadic supervision with a doctoral supervisor** in counselor education program. The schedule of this supervision will be mutually agreed upon between students and the doctoral student supervisors.

Student Learning Outcomes: A developmental progression is expected, and growth should be visible across the course of the semester in each of the Student Learning Objectives listed below. This course serves as the primary course to evaluate the following CACREP standard:

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will understand the role of supervision in the counseling profession and participate in various forms of supervision.	F.1.m. the role of counseling supervision in the profession	Students will participate in weekly site, university, and individual (with a doctoral student) supervision.	1) Supervision Logs 2) Midterm Evaluation 3) Final Evaluation

In addition, this course also provides supplementary and additional review of the following CACREP standards:

FOUNDATIONS B: Skills and Practices

1. Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Method of evaluation: Students will demonstrate their ability to apply and adhere to ethical and legal standards in clinical mental health counseling through their clinical practice with clients during practicum. This will be observed and evaluated by the on-site clinical supervisor via midterm and final evaluations.

COUNSELING, PREVENTION, AND INTERVENTION D: Skills and Practices

1. Students will use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Students will apply multicultural and social justice competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Students will promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Students will apply effective strategies to promote client understanding of and access to a variety of community resources.
5. Students will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Students will demonstrate the ability to use procedures for assessing and managing suicide risk.
7. Students will provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
8. Students will demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Method of evaluation: These will be evaluated by the student's site and university supervisors and through a variety of in-class activities such as case studies, case conceptualizations, recordings, transcripts, and role-plays.

DIVERSITY AND ADVOCACY F. Skills and Practices

1. Students will maintain information regarding community resources to make appropriate referrals.
2. Students will advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.

Method of evaluation: Students will utilize clients from their actual placement for case concepts. If clients from placement site are utilized no identifying information is to be provided. As part of the conceptualization students must make suggestions of referral sources necessary to initiate, maintain, and terminate counseling. (See Appendix C for case concept form)

ASSESSMENT H. Skills and Practices

1. Students will select 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.

Method of evaluation: Students will be asked to provide a detailed conceptualization of the case. Students will be asked to utilize clients from their placement. If clients from placement site are utilized no identifying information is to be provided. As part of the conceptualization students must make suggestions for appropriate assessments to assist in diagnosis and treatment planning that is culturally sensitive.

RESEARCH AND EVALUATION J. Skills and Practices

1. Students will apply relevant research findings to inform the practice of clinical mental health counseling.

Method of evaluation: Students will be asked to provide one (1) piece of empirical literature to support their treatment of their chosen case conceptualization(s).

DIAGNOSIS L. Skills and Practices

1. Students will demonstrate appropriate use of diagnostic tools, including the DSM-5, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

Method of evaluation: (1) Students will be asked to utilize clients from their actual placement. If clients from placement site are utilized no identifying information is to be provided. As part of the conceptualization students must make an accurate diagnosis utilizing the DSM-5.

2. Students are able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

Method of evaluation: Students will be asked to utilize clients from their actual placement. If clients from placement site are utilized no identifying information is to be provided. As part of the conceptualization students must make an accurate diagnosis utilizing the DSM-5 and be able to provide a differential diagnosis.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Method of evaluation: Students will be given various case studies and asked to provide a detailed conceptualization of the case. Students also may be asked to utilize clients from their actual placement. If clients from placement site are utilized no identifying information is to be provided. As part of the conceptualization students must articulate understanding of the difference between possible developmentally appropriate reactions and reactions precipitated by stress, crisis, and/or other trauma-causing events.

Prerequisites and Corequisites

A grade of **B** or better in the following courses:

- 1) COUN 5020 Professional Orientation to Community Counseling
- 2) COUN 5130 Group Counseling COUN 5140
- 3) Counseling Theories and Techniques OR COUN 5180 Counseling Skills and COUN 5140 Counseling Theories & Applications
- 4) COUN 6240 Diagnosis and Mental Health
- 5) All students must provide evidence that they are currently covered by liability insurance before they will be permitted to enroll in practicum.
- 6) All students must have read, understand, and adhere to all policies set forth in the Practicum Manual (see below).

Required Readings:

- 1) [Clinical Mental Health and School Counseling Practicum Manual](#), The University of Toledo. (2020). Practicum counselor's manual. Toledo, OH: Author.
- 2) American Counseling Association (2014). [Code of ethics](#). Alexandria, VA: Author.

Recommended Materials:

- 1) American Psychological Association. (2019). Publication manual of the American Psychological Association. (7th ed.). Washington, DC: Author.
- 2) American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.) Washington, DC: Author.
- 3) Erford, B.T. (2020). *45 techniques every counselor should know (3rd ed.)*. Upper Saddle River, New Jersey: Merrill.
- 4) Junger, C.M., & Scott, J. (2019). *Practicum & internship handbook: Textbook and resource guide for counseling and psychotherapy 6th Ed.* New York, NY: Routledge.

Instructor Pedagogy and Teaching Strategies: This course will be taught in a traditional face-to-face format and focus on a group-centered approach. Engaged pedagogical practices will be used to co-create an effective learning environment that is supportive and reflexive. Students are expected to actively participate, along with the instructor, in building an engaged learning community that meets the needs of the class. A variety of methods will be used to facilitate learning in this course including class discussion,

case presentation, modeling/roleplays, consulting, supporting, giving and receiving constructive feedback. Support and feedback will be provided in a student-centered manner through a variety of formal and informal methods including discussion and activities, appraisal forms, formal evaluations, and supervision.

Course Technology and General Technology Accessibility: The technologies used in this course meet the criteria of Web Content Accessibility Guidelines (WCAG 2.0) Level AA conformance. This conformance level is used in most accessibility rules and regulations around the world including the ADA. Blackboard is a certified web-accessible platform and is used as the course platform. External sites used in the course, such as Echo360, are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software. If additional accommodations are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete. Students should have a computer or access to a computer with the latest system software. A high-speed Internet connection with latest versions of Google Chrome or Mozilla Firefox are recommended for optimal Blackboard performance. If you have a problem accessing, displaying, or uploading any of the content or course assignment on the Blackboard, contact Learning Ventures at 419.530.8835 or by LiveChat for assistance. **Do not reach out to the instructor for technological support.**

University Policies

Nondiscrimination on the Basis of Disability: The University of Toledo is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Accommodation of student needs: Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

Americans with Disabilities Act: The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

Academic Dishonesty: All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

The University of Toledo's Missed Class Policy: Please review the University's missed class policy [here](#).

Course Policies

Professional Comportment: The counseling program expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To this end, those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting. Students are required to practice diligence and discretion in professional counseling relationships as well as faculty-student relationships. Some attitudinal or behavioral patterns that may elicit concerns as to the

student's ability to continue in the counseling program may include, but are not limited to, breaching client confidentiality, boundary violations with a client, performing clinical skills outside of one's scope of ability, academic dishonesty, revealing a lack of concern or compassion in practice, and showing disrespect for others (e.g., faculty, professional colleagues, and fellow students).

Confidentiality: Students are expected to respect and maintain confidentiality and the right to privacy of fellow students and others. Examples, demonstrations, and practical exercises will be used for educational and training purposes. Confidentiality in a class cannot be guaranteed; however, it is expected within the course at all times. The ability to demonstrate respect of others in class is an important barometer of how you will relate to others including clients and colleagues. Remember this is a professional education and training program. If any concerns regarding confidentiality arise, the instructor should be notified immediately.

Statement on Diversity and Inclusion: In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. The counseling profession is grounded in diversity and inclusion. Hence, all students enrolled in this course will be expected to be considerate of the thoughts and ideas of others, demonstrate accountability, integrity and honor in all course-related activities, promote a collaborative and supportive educational environment, and treat every individual with kindness, dignity, and respect regardless of:

Race, Ethnicity, Religion, Sexual Orientation, Gender Identity, Gender Expression, Age, Impairment(s)/ Disability(ies), Political Views, Social Class / Socioeconomic Status, Linguistic Diversity, Nationality/Country of Origin, and Other Element(s) of Uniqueness.

Participants in this course will be expected to tolerate diverse views and foster an inclusive learning environment. Concerns about diversity and inclusion should be mentioned to the instructor immediately for rectification and repair. Students who do not behave in this way will be in direct conflict with the *ACA Code of Ethics* (2014) and those actions may require remediation with program faculty. You can visit the University of Toledo's webpage on diversity and inclusion [here](#).

Licensure: The Ohio Counselor, Social Worker, and Marriage and Family Therapist Board will only accept courses in which the student earns a grade of B- or higher. Courses with grades of C+ or lower will not be counted toward licensure (OCSWMFT Rule 4757-3-01[J1]).

Cheating and Plagiarism: Any student found cheating on a test or assignment or any student who represents the work of another person as their own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty (<http://www.utoledo.edu/dl/students/dishonesty.html>) in the current Catalog and the Department Policy on Plagiarism which is posted on the department website.

Attendance and Participation: It is the student's responsibility to keep up with lectures and assignments, and to contribute to class discussions and assignments. **Students will have one excused absence (regardless of reason) from this class.** Any additional absences will impact students' ability to successfully pass COUN 5190, based on supervision requirements outlined by the program and CACREP. **Students are required to have at**

least 1.5 hours per week of university supervision per semester. Students are expected to attend one (1) hours of weekly individual/triadic supervision with their individual doctoral supervisor.

Drop/Withdrawal: Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Email: The University of Toledo issues each student an official UT email address. This email address usually takes the form of **firstname.lastname@rockets.utoledo.edu**. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Instructor Email Access: I recognize that I will receive requests and questions via email from you on a regular basis, therefore I have designated times when I will respond to emails. I will check and respond to your correspondence Monday through Friday, generally within 24 hours if not sooner. **I may not check into the online course system, email, or respond to you over the weekend.**

Weather: In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research.

Student Evaluations: At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

Course Changes: The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings and/or email.

Description of Course Grade and Student Deliverables/Assignments

Grades: Grades in the practicum are based primarily on demonstration of appropriate counseling skills, case management/presentation, and ethical practice with clients. Additionally, attendance, participation in class, individual supervision, and completion of all course assignments in a **satisfactory** manner will be factored into the final grade of either **Satisfactory or Unsatisfactory**. **All course deliverables /assignments are expected on time as outlined in the course schedule and must be completed at the conclusion of the semester to successfully pass practicum.** Below are the requirements for COUN 5190:

- 1) **Participation:** You must interact and actively discuss cases, journal articles, role plays, and ethics in practicum. You must be present. Participation is a pass/fail grade.
- 2) **Documentation of Hours:** Students will accurately document accrued hours weekly using the excel spreadsheet that can be located [here](#). At the end of each semester, each sheet in the excel must be signed

and dated by the site supervisor and student. **The hours graph must be included at the end of the semester and submitted in a single PDF document.**

- 3) **Professional Disclosure Statement:** Students will develop a professional disclosure statement that accurately reflects their professional development including education, professional experiences, credentialing (e.g., CT), areas of expertise and interest, theory of counseling, counseling metaphor, and limitations of confidentiality in the context of the counseling relationship. This is a fluid document that will reflect your development as a counselor trainee through the program.
- 4) **Weekly Supervision Logs:** Students will turn in **two** weekly supervision logs per week signed by their site supervisor and doctoral student supervisor beginning on week two (and every subsequent week; two forms each week). **See Appendix A for the supervision log.**
- 5) **Live Supervision Sessions:** Students will participate in **two (2)** live supervision counseling sessions with their site supervisor during the semester. This immediacy of the process allows the supervisor to train, intervene, and evaluate the student simultaneously. Site supervisors will complete a skills appraisal of both live sessions, sign each form, to be submitted by the student to which will be the university supervisor. Students must engage in informed consent with clients regarding this process. Students should coordinate schedules with their supervisors to meet requirement of this assignment. Students using telehealth will need to coordinate with supervisors and clients on how live supervision will be facilitated in an online/virtual format (if applicable). **See Appendix B for the live supervision form.**
- 6) **Case Conceptualization:** Students will be asked to provide a detailed conceptualization of **two (2)** of their cases. All cases should be anonymized (i.e., use of initials or pseudonym) to ensure confidentiality of the client. These exercises are to evaluate knowledge and applicability of ethical/legal issues, case conceptualization, diagnosis and treatment planning, theoretical orientation and subsequent use of interventions, understanding diverse/multicultural issues, and referral processes. Students will present to class. Dates for CCs will be determined in week one. **See Appendix C for the case conceptualization form.**
- 7) **Counseling Skills Recording:** Students are to provide **three (3)** no less than thirty-minute video recording with a **mock client** to their doctoral student supervisor on their assigned date(s) as determined with their doctoral student supervisor. This recording will be used to provide feedback to the practicum student on their skills and help the student conceptualize new ways to work with their client(s). It is the student's responsibility to submit these forms to the instructor when complete. **See Appendix D for the skills recording appraisal form.**
- 8) **Transcript of Counseling Sessions:** Students will turn in **two (2) transcripts** of a ten-minute portion of a **mock counseling session.** These transcripts will show evidence of accurate identification of counseling microskills, alternative responses, and personal reflections of their counseling processes. A five-column format will be utilized which will include a **summary** of client statements, **verbatim** counselor responses, **accurate labeling** of counseling skill used, an **alternative response**, and counselor **reflections.** Students will receive instructor feedback on this transcript; students may revise and resubmit the transcript or be required to complete another transcript to meet standards of this assignment. **See Appendix E for transcript template.**
- 9) **Evaluation of Performance:** Students must turn in Midterm and Final Performance Evaluation form. These evaluations are completed by the site supervisor (these forms can be found in the practicum handbook). In addition, students must obtain at least a **G (Good) or above in all areas on the final Clinical Mental Health Counselor Performance Evaluation.** **Again, this final evaluation is administered by your site supervisor.** See course schedule for due dates.

- 10) **Student Evaluation of Supervision:** Students must complete the Student Evaluation of Supervision form. This is whereby the student has an opportunity to constructively critique his or her site supervisor. This is due at the end of the semester.

Submitting Assignment and Deliverables for Practicum

Electronic Submission of Course Deliverables: Students will submit all required weekly supervision logs, assignments, and other documentation **by class time 4pm each week** in Blackboard. See the appropriate links for each week. Students must review files for completeness and accuracy (e.g., signatures and dates) prior to submitting to the instructor. **Students must adhere to the following format for submitting documents:** Last name, First Initial. Assignment Name. Date. For example: Long, S. SiteSupervision1.1.27.21. If your documents are not submitted in such a format, I will not accept them.

Submitting a Final Practicum Portfolio: At the end of the semester, students will organize and save each practicum assignment/deliverable and save into a single PDF form to submit during the exit interview as a practicum portfolio. This means all Supervision Logs, Professional Disclosure Statement, Skills Recording Forms, Case Conceptualizations, Transcripts, Live Supervision Forms, and Midterm and Final Evaluations, Evaluation of Site Supervisor, and Hours Logs will be submitted.

Student Requirements/2016 CACREP:

- 1) Practicum requires a **minimum of 100 hours** of counseling work. To obtain this requirement, students typically conduct individual and group counseling sessions each week. These are scheduled outside of class time. You must document **at least 40 hours** of direct individual client service. The balance of the required hours may be earned through individual and group supervision, case documentation, and session preparation (2009 CACREP standard Section III, F 2-3). An evaluation form is to be completed by the site supervisor on completion of the direct counseling hours is required (2016 CACREP standard Section III, F 4-5). A site supervisor must be a Licensed Professional Clinical Counselor with a Supervisory endorsement (PCC-S) (2016 CACREP standard Section III, C 1-4). **Failure to complete the minimum 100 hours total, 40 hours of direct individual hours, evaluations, and/or any required paperwork will result in a failing/unsatisfactory grade.**
- 2) Each practicum student will participate in **at least one hour** of individual or group **site supervision**, a minimum average of **1½ hours of university/in class group supervision each week**, and **at least one hour of supervision with a doctoral student** in counselor education (2016 CACREP standard Section III, F 2-3) at the conclusion of which the student shall receive formal performance evaluations (2016 CACREP standard Section III, G 5). Additionally, the practicum instructor and/or site supervisor reserves the right to require the student for increased supervision to improve developmental issues, correct behavioral concerns, and/or address any issue that impedes appropriate progress in this course. **Failure to engage in appropriate clinical supervision and/or being unprepared for supervision more than one time will result in a failing grade and/or removal from the course.** Supervision hours will be documented on a specific form (please see the practicum handbook and BB site for this course).
- 3) Each practicum student will participate in in-class discussions, role-plays, case consultation, case presentations/evaluations, and additional supervisory experiences as directed by the instructor.
- 4) Each practicum student will observe ethical standards in working with clients and when discussing cases in class. It is particularly important that cases not be discussed outside of class. Whenever there is any question as to the safety or welfare of the client or when the client presents potential danger to others,

the instructor must be notified and the counselor should take sufficient action to protect the client and others.

- 5) Each practicum student will respect confidentiality. Let your client know that you may be discussing their case outside of the time you have together. These discussions will occur with your site supervisor and, anonymously, with university faculty and co-students. Be sure to respect confidentiality outside the session. Do not discuss clients in public or outside of practicum class.
- 6) Do not see clients outside of your practicum assignment. Failure to comply with this requirement may result in removal from the practicum and possible termination from the program.
- 7) Each practicum student will always obtain permission from the appropriate persons for conducting counseling sessions.
- 8) Students will be given the opportunity to formally evaluate their supervisors and learning experiences at the end of the practicum experience.
- 9) Students are required to be covered by professional liability insurance (2016 CACREP standard Section III). ACA and ASCA are two sources for professional liability insurance.
- 10) Appropriate practicum forms must be completed prior to starting this course. If not, note that you will not be eligible for this semester. All forms are listed in the Practicum manual located on the department website.
- 11) Incompletes: Grades of PR or I shall be given at the instructor's discretion. It is expected that all students will complete course requirements prior to the end of the semester.

Course Schedule

1	1/20	<ol style="list-style-type: none"> 1) Establish Groups Norms for Practicum 2) Discuss Syllabus/Review Practicum Manual & Expectations 3) The Supervision/Supervisory Relationship – expectations and needs <ol style="list-style-type: none"> a. Discuss Doctoral Supervision 4) Sign-Up for Case Concept (CC) Presentation Dates
2	1/27	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Counseling Microskills Review & Role Play 3) Self-Care Assessment (complete before class and prepare to discuss; see week 2 folder) 4) Review Professional Disclosure Statement Assignment
3	2/3	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Discuss the crisis protocol at your site supervisor and discuss with the class 3) Personal Wellness Plan (complete before class and prepare to discuss; see week 3 folder) 4) Professional Disclosure Statement Due in BB – discuss with class
4	2/10	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Complete Self-Rating Scale Pretest (in class) 3) Confidentiality and Informed Consent (In-class module) 4) CC 1.1, CC 1.2

5	2/17	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Counseling Metaphors & Roleplay 3) Peer Resource Share 1 – share a resource, approach, skills, etc. with the group 4) CC 1.3, CC 1.4
6	2/24	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) CC 1.5, CC 1.6 3) Goal Setting, Treatment Planning, and Counseling Process (in-class module) 4) Transcript Assignment Review
7	3/3	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Midterm Evaluation and Midterm Hours Logs Due (PDF Hours Logs Signed) 3) CC 1.7, CC 1.8, CC 1.9 4) Transcript 1 Due 5) Legal & Ethical Issues and Ethical Decision-Making Model (in-class module)
8	3/10	University Instructional Break – No Class Meeting
9	3/17	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Live Supervision 1 Due 3) CC 1.10, CC 1.11, CC 1.12 4) Diagnosis, Assessment, and Mental Status Examinations and MSE Practice (in-class module)
10	3/24	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) CC 2.1, CC 2.2 3) Substance Use, Addictions, and Assessment (in-class module) 4) Suggested Readings: <ol style="list-style-type: none"> a. Clark (2014) b. Lawson et al. (2011) 5) Peer resource share 2
11	3/31	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) CC 2.3, CC 2.4, 2.5 3) Assessing for Harm to Self & Others (in-class module) 4) Suggested Readings: <ol style="list-style-type: none"> a. Silverman & Berman (2014a) b. Silverman & Berman (2014b)
12	4/7	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) CC 2.6, CC 2.7, CC 2.8 3) Psychological First Aid <ol style="list-style-type: none"> a. Reading: Ruzek 2007
13	4/14	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) CC 2.9 and 2.10 Due 3) Child Abuse & Neglect Reporting Procedures (in-class module) 4) Suggested Readings: <ol style="list-style-type: none"> a. Henderson (2013)

14	4/21	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Transcript 2 Due 3) CC 2.11 and CC 2.12 4) Consultation Practices (in-class module) 5) Suggested Readings: <ol style="list-style-type: none"> a. Carney & Jefferson (2014) b. Caplan (1995)
15	4/28	<ol style="list-style-type: none"> 1) Weekly Supervision Logs Due (2) 2) Live Supervision 2 Due 3) Self-Rating Scale 2 (in class) 4) Schedule Individual Exit interviews 5) Preparing for Internship 6) Group Termination & Wrap-Up
16	5/5	<ol style="list-style-type: none"> 1) Exit Interviews. 2) Practicum Portfolio Due: All materials must be included at the time of meeting.

Topics and schedule subject to change at the instructor's discretion.



**Appendix A: Weekly Supervision Log
Counselor Education Program**

Student: For the week of: _____ to _____

Field Experience: Practicum or Internship

Counseling Type: Clinical Mental Health or School

Supervisor Type: Site Supervisor or Doctoral Student Supervisor

Directions: The site supervisor and student are to complete this form weekly during clinical supervision. Student should retain a form to be turned into their university supervisor. Site supervisors may wish to make a copy for their own records. It is expected that students will develop and gain mastery of skills over the course of the semester.

A: Functions extremely well and/or independently

B: Functions adequately and/or requires occasional supervision

C: Requires close supervision in this area and/or inadequate performance

N/A: Skill not assessed or applicable.

Training Activities

_____ Intake interviewing	_____ Individual Counseling
_____ Group Counseling	_____ Testing Administration/Interpretation
_____ Report Writing/Documentation	_____ Consultation with other professionals
_____ Psychoeducational Activities	_____ Career Counseling
_____ Family/Couple Counseling	_____ Case Conceptualization/Case Staffing
_____ Diagnosis	_____ Basic Counseling Skills
_____ Other: _____	

Professional Development

_____ Awareness of Strengths/Weaknesses	_____ Engagement in Supervision
_____ Attendance/Punctuality	_____ Professional Comportment
_____ Collegiality with Colleagues	_____ Other: _____

Additional Comments:

Supervisor Signature

Date



**Appendix B: Live Supervision Form
Counselor Education**

Student Counselor: _____

Date: _____

Evaluation Type: Supervisor Rating

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)

2 = Not Demonstrating skills but aware of the problem (ND)

3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
1. Verbals and Non-verbals	a. Eye Contact	
	b. Vocal Quality	
	c. Verbal Tracking	
	d. Body Language	
2. Questioning	a. Limited use of closed questions unless necessary	
	b. Limited use of Why? Or how does that make you feel? Questions	
	c. Open questions to elicit more information	
3. Active Listening	a. Encouragers	
	b. Paraphrase	
	c. Summarize	
4. Empathy	a. Reflection of feeling	
	b. Reflection of meaning	
5. Silence	a. Able to tolerate silence	
	b. Allows client to break silence	
6. Confrontation	a. Identifies discrepancies in session (verbal and non-verbal)	
	b. Appropriate use of technique	
7. Cultural Competency	a. Addresses cultural differences in session	
	b. Demonstrates appropriate cultural sensitivity in session	
8. Supervision	a. Accepts supervisor feedback	
	b. Incorporates feedback into sessions	

Student Strengths:

Student Areas for Growth:

Supervisor Signature: _____

Date: _____



Counselor Trainee: _____

Date: _____

Client Identifying Data:

Age:

Gender:

Racial/Ethnic Identity:

Sexual Identity:

Social Class:

Religious and/or Spiritual Identity:

Partner Status:

Living Situation:

Manner of dress:

Physical Appearance:

General Self-Presentation:

(Include any other demographic information that you may think is appropriate to the case.)

CL Biopsychosocial Assessment and Mental Health History: How has client been assessed in the past? Describe when/where/how the DA was conducted (review that documentation in the file) and if any other more formal assessment measures were/are being used (i.e., BDI). If no assessments have been used identify assessments that may be helpful to enhance your case conceptualization. Describe the CL's mental health history in detail.

CL Screening for Addiction, Co-Morbidities, Homicidality, Suicidality, and Trauma: Identify how you have screened the CL for these factors and the results of those screenings.

CL Diagnosis or Provisional Diagnosis: List diagnos(i/e)s here to include possible v-codes and environmental factors of note.

CL Presenting Problem: This section should include a listing of the problem areas, from the client's perspective, noting particularly the client's view of their order of importance. Suggested items to focus upon: (a) Was there a precipitating set of circumstances? (b) How long has/have the problem(s) persisted? (c) Has/have this/these problem(s) occurred before? (d) What were the circumstances at the time?

Relevant History/CLR History with CL: This section will vary in comprehensiveness according to depth and length of treatment and will vary in focus according to theoretical orientation and specific nature of the problem is.

CL Interpersonal Style: This section should include a description of the client's orientation toward others in their environment and should include two sections: (a) Is there an overall posture they take toward others? What is the nature of their typical relationships? (b) How is the client's interpersonal stance manifested specifically within the therapeutic dyad? What is the client's interpersonal orientation toward the counselor?

CL Environmental Factors: (a) Elements in the environment which function as stressors to the client. Both those centrally related to the problem and more peripheral stressors.

(b) Elements in the environment which function as support for the client; friends, family, living accommodations, recreational activities, financial situation.

CL Personality Dynamics:

- A. Cognitive Factors: This section will include any data relevant to thinking and mental processes such as: (a) intelligence; (b) mental alertness; (c) persistence of negative cognitions; (d) positive cognitions; (e) nature and content of fantasy life; (f) level of insight-client's "psychological mindedness" or ability to be aware and observant of changes in feeling state and behavior and client's ability to place their behavior in some interpretive scheme and to consider hypotheses about his/ her own and other's behavior; (g) capacity for judgment- client's ability to make decisions and carry out the practical affairs of daily living.
- B. Emotional Factors: (a) typical or most common emotional states; (b) mood during interview; (c) appropriateness of affect; (d) range of emotions the client has the capacity to display; (e) cyclical aspects of the client's emotional life.
- C. Behavioral Factors: (a) psychosomatic symptoms; (b) other physical related symptoms; (c) existence of persistent habits or mannerisms; (d) sexual functioning; (e) eating patterns; f) sleeping patterns

CL Multicultural/Social Justice Issues: Identify areas of diversity that are salient to client identity. Describe how diversity and MCC have been addressed in your sessions. What are the social justice issues that impact CL lived experience and the CLR/CL relationship? Refer to the [MSJCCs](#) for guidance.

CL Need for Referrals/Advocacy: In this section describe any and all CL needs for referrals to other resources or other areas of advocacy that be provided by the CLR. Refer to the [ACA Advocacy Competencies](#) for guidance.

CLR's Conceptualization of the Problem: This section will include a summary of the counselor's view of the problem. Include only the most central and core dynamics of the client's personality and note in particular the inter-relationships between the major dynamics. What are the common themes? What ties it all together? This is a synthesis of all the above data and the essence of the conceptualization.

Identify Your Treatment Approach/Next Steps: CLR will explain their treatment approach, goals, and next steps with the client.

Empirical Research to Support CL Treatment: Using a literature search, find one (1) empirical (research based) article that can support your treatment approach. Summarize the article (about a paragraph); include why this is relevant to this CL and what you will use from this article. Include an APA citation of the article below



**Appendix D: Counseling Skills Recording Evaluation Form
Counselor Education**

Student Counselor: _____ Date: _____

Evaluation Type: Site Supervisor University Supervisor Doctoral Student Supervisor Peer

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)

2 = Not Demonstrating skills but aware of the problem (ND)

3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
9. Verbals and Non-verbals	e. Eye Contact	
	f. Vocal Quality	
	g. Verbal Tracking	
	h. Body Language	
10. Questioning	d. Limited use of closed questions unless necessary	
	e. Limited use of Why? Or how does that make you feel? Questions	
	f. Open questions to elicit more information	
11. Active Listening	d. Encouragers	
	e. Paraphrase	
	f. Summarize	
12. Empathy	c. Reflection of feeling	
	d. Reflection of meaning	
13. Silence	c. Able to tolerate silence	
	d. Allows client to break silence	
14. Confrontation	c. Identifies discrepancies in session (verbal and non-verbal)	
	d. Appropriate use of technique	
15. Cultural Competency	c. Addresses cultural differences in session	
	d. Demonstrates appropriate cultural sensitivity in session	
16. Supervision	c. Accepts feedback from peers and supervisor	
	d. Incorporates feedback into sessions	

Student Strengths:

Student Areas for Growth:

Supervisor Signature: _____

Date: _____



Counselor Education Program

Student Name:

Time: (use recording time, ex 10:10-20:10)

Client: (Pseudonym)

Client Presenting Concern:

Date of Session:

Client Core Affect:

Client Statement Summary	Counselor Verbatim Response	Label Skill used	Alternative Response	Counselor Reflections
<p>Summarize what the mock client says here.</p> <p><u>Do not</u> use client's direct quotes.</p>	<p>Your verbatim response to client.</p> <p>List your exact response.</p>	<p>Label all specific counseling skills you used in your verbatim response.</p> <p>For example, if you used a question, specify the type of question (open or closed).</p>	<p>Write an alternative response even if you are satisfied with your initial response.</p> <p>Do this for every row.</p>	<p>What are your reflections of this exchange between yourself and your client?</p> <p>a. What are you thinking and feeling?</p> <p>b. Why did you choose the response/skill that you chose?</p> <p>c. If you didn't respond as well as you liked, or utilize a microskill, note what skill(s) would have been appropriate to use here.</p> <p>Do this for every row.</p>
Add rows as needed.				

Student Comments:

1. Identify your strengths in this transcription. What did you do well and feel most confident about with your skill usage?
2. What could you improve on in this transcription? What you need to do to improve in those areas?