Instructor: Dr. K. Michelle Hunnicutt Hollenbaugh  
Semester: Summer 1  
Office/Office Hours: M,W,R, 10-12 and by appointment  
Office Telephone: 361-825-2451  
Class Date: Thursday  
E-mail: michelle.hollenbaugh@tamucc.edu  
Class Time: 6:00-9:00  
Class Location: ECDC 238

Course Description

CNEP 5397, Practicum, 3 semester hours: A minimum of 100 clock hours of supervised counseling experiences, including 40 hours of direct service with clients. Clinical setting must be approved by the Clinical Coordinator and be appropriate to the student’s emphasis. The semester prior to enrollment the student must complete the practicum application process. Prerequisites: A minimum of 12 semester hours of core counseling including CNEP 5304, 5308, 5381, 5327, and 5384 must be completed.

Rationale

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. The practicum is a time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.

Instructional Methods

Practicum is a field experience. The in-class work is group supervision, which will include presentation of tapes using audio- and video-tapes as well as case presentations and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used, in addition to presentation of didactic material.

Learning Objectives

This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- CACREP II-F-1-k: strategies for personal and professional self-evaluation and implications for practice. [Students will complete this objective by completing an Individual Development Plan to assess their own personal and professional development.]
- CACREP II-F-2-f: help-seeking behaviors of diverse clients. [Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also
earn a rating of “good” or above on the final evaluations by site supervisor and university instructor]

- **CACREP II-F-2-h:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. [Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor]

- **CACREP Standard II-F-5-g:** essential interviewing, counseling, and case conceptualization skills [Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor]

- **CACREP Standard II-F-5-h:** developmentally relevant counseling treatment or intervention plans [Students will complete this objective by achieving a score of 80% or higher on their tape presentations, “adequate” or above on relevant clinical items on final site and university evaluations.]

- **CACREP Standard II-F-5-k:** strategies to promote client understanding of and access to a variety of community-based resources [Students will earn a rating of “good” or above on relevant items on the mid-semester and final evaluations by the site supervisor]

- **CACREP Standard II-F-5-l:** suicide prevention models and strategies [Students will earn a rating of “good” or higher on the lethality assessment rubric.]

- **CACREP Standard II-F-7-c:** procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide [Students will earn a rating of “good” or higher on the lethality assessment rubric.]

### Major Course Requirements

#### Class Requirements:

1. Complete 100 hours in practicum setting, at least 40 hours of which are direct counseling.
2. Submit one videotaped suicide assessment roleplay, and two audio or videotapes of clinical work utilizing the required format outlined herein.
3. Lethality Assessment: Students a 30-minute lethality assessment role play in class. Each student will role play both the counselor conducting the assessment and the client in crisis. The tape will focus on suicide or harm-to-others assessment and intervention. Students will submit a 2-3 page reflective paper concerning the experience of conducting the assessment. This role play will count as one indirect training hour.

4. **Tape 1:** The first tape of clinical work will be conducted at your practicum site, with an actual client. This tape will be 30-60 minutes long, must be accompanied by the Practicum Student Self Evaluation and a completed tape rating scale (p.18), and will be presented in class via the case presentation PowerPoint template (on Blackboard). Handouts reflecting the presentation PowerPoint are required. This tape must be presented in class on or before June 25th. See further instructions for this assignment on page 15.

5. **Tape 2:** The second tape of clinical work will be conducted at your practicum site, with an actual client. This tape will be 30-60 minutes long and must be accompanied by a transcript of a ten-minute section of the tape, a completed tape rating scale (p.18) and
presented in class via the case presentation PowerPoint template (on Blackboard). Handouts reflecting the presentation PowerPoint are required. The transcript should match the portion of the tape presented in class. This tape should be completed and presented in class AFTER June 27th. See further instructions for this assignment on page 16.

6. Submit additional audio or videotapes with focus on specific counseling skills if requested by faculty instructor.

7. Attend a minimum of 1.5 hours of group supervision per week as scheduled on syllabus.

8. Attend weekly individual supervision sessions with both the university supervisor and with the site supervisor. You must have at least 10 hours of individual supervision with your university (doctoral) supervisor and at least 1 hour per week with your site supervisor. Both supervisors will be submitting a mid-semester and final evaluation on your progress. It is the responsibility of the student to get a blank copy of the evaluation to his or her university and site supervisors at least one week before they are due. These evaluations can be found in the back of the CNEP practicum and internship manual and on Blackboard.

9. Submit weekly logs via Tevera.

7. Abide by all policies set forth in Practicum/Internship Manual, including timely submission of Site Supervisor Agreement, Ethics Agreement, Mid-semester and Final Evaluations by Site and Doctoral Supervisors, and all other forms specified.

8. Complete and submit Practicum Verification Form from TSBEP website, including one form for each site, to be signed by instructor. This will occur during the student’s individual meeting with the instructor at the end of the semester. Student shall keep the original and copies shall be submitted for the practicum/internship permanent file. MFC students shall also submit such verification from the TSBEMFT website.

9. Attend one professional meeting during the semester and submit a synopsis of the meeting to the instructor. This synopsis must be 2-3 pages in APA 6th edition style, and include thoughtful consideration of the content presented during the meeting.

Grade Assignment:

Up until this point in the program, students have functioned primarily in the student role. During practicum, however, the student is expected to function as a counselor trainee. This involves many things, including following the rules and regulations governing the practicum site, engaging in professional dress, demeanor, and behaviors, and putting the ACA Code of Ethics into practice in every interaction. It also involves engaging in the process of becoming a reflective practitioner. A reflective practitioner uses reflective thinking and sound decision making skills that are well-founded in established research regarding the effective, efficient practice of counseling.
We use a team approach to teaching practicum. We see the practicum experience as a collaborative one between the student, the on-site supervisor, the doctoral student supervisor, and the practicum faculty member. As such, the student, both supervisors (on-site and doctoral), and the faculty member will all be part of the evaluation process.

Traditional “grades” on assignments are not relevant to this course. Students will earn grades based on the following:

1. Students who adequately complete all class requirements, including demonstration of good to excellent competency in counseling skills, will earn the grade of A. **Assignments, time logs, and documentation must be submitted on time.** Assignments must be in APA 6th Edition format. Students who do not demonstrate this level of competency in basic counseling skills or adequate professional behavior will not earn an A, regardless of other class assignment performance.
   
   - Excellent competency in counseling skills requires the student’s consistent ability to demonstrate: knowledge of the population that is the focus of practicum, beginning helping skills, ability to express and utilize empathy in session, knowledge of client dynamic, and the ability to appropriately reflect and respond to feedback from instructors and supervisors.

2. Students who demonstrate adequate competency in counseling skills, and who satisfactorily complete all other class requirements, will earn the grade of B. Work must be submitted on time.

3. Students who demonstrate adequate competency in counseling skills but who do not complete one or more of the other assignments will earn a grade of C. Work must be submitted on time. **Students who do not demonstrate adequate competency in counseling skills will earn a grade of C regardless of completion of other assignments.** Students who earn a grade of C must re-take the practicum class before moving on to internship.

Note: In order to receive a grade, all required hours, both indirect and direct, must be completed. Likewise, all supervision hours, both group and individual, must be completed. In addition, all forms must be submitted in order to receive a grade. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will not pass the course.

The instructor’s primary method of communication in this course will be through Blackboard. Be sure you have your settings correct so that messages from Blackboard are forwarded to your email. You will be responsible for receiving these messages and any content within.
Required or Recommended Readings

Textbook:

The textbook adopted for this course is the TAMU-CC Practicum/Internship Manual. It is available on the departmental website or via Blackboard for your course.

Additionally, students are also required to purchase the software system called Tevera as the method of documentation. The fee for Tevera is $100. This software system will be utilized throughout both internships and students will have lifetime access to their materials.

Recommended or supplemental readings:


State Adopted Proficiencies for School Counselors

**Standard I Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

**Standard II Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**Standard III Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

**Standard IV Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.
Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Class Policies

Late completion of assignments or submission of practicum documentation/paperwork may result in a reduction in grade in the course.

It is the responsibility of the student to schedule and obtain sufficient individual university supervision, which will generally be provided by a doctoral student supervisor. Please be aware that you cannot pass practicum, nor can you receive an incomplete, for failure to obtain sufficient individual supervision.

CONFIDENTIALITY

Practicum students are responsible for maintaining the confidentiality of all client notes and information. All client documents are confidential. Only first names or initials of clients should appear on all forms/case notes/logs, except for taping consent forms. Students must maintain confidentiality of all case discussions. This extends to classroom discussions and viewing or listening to recorded counseling sessions, and students are bound by the same legal and ethical considerations as if the client talked directly with a counselor. The discussion of cases outside of the classroom settings with persons other than those in the agency of placement, the client, the student’s supervisors, or the faculty member are grounds for dismissal from the class with a failing grade. Any questions that may arise regarding confidentiality should be directed to the faculty member.

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity. Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

- Do not use someone’s words without referencing the source or including the information in quotation marks or a block quote
- Do not use someone’s ideas without referencing the source.

ATTENDANCE

To receive credit for supervision hours, students are expected to attend class on time, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor and classmates, and participate in class activities and discussion.

Students sleeping or acting unprofessionally in class will be asked to leave and will not receive supervision hours for that class period.
Students are expected to attend and participate in every class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester. If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Syllabus Disclaimer**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any portions of the syllabus. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

**This is a fluid syllabus and may be adjusted as time goes on according to our class needs.**

**Course Schedule and Policies**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
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| June 6 | Introduction – Beginning the Practicum Experience  
Explain and discuss forms: Weekly Time Logs (for each site); Site Agreements (for each site); Ethics Agreement  
Assessing for Lethality |
| June 13| Group Supervision  
**Due: Weekly Time Log**  
**Lethality Assessment Roleplay Tape Completed During Class** |
| June 20| Group Supervision  
Case Presentations  
**Due: Weekly Time Log**  
**Lethality Assessment Roleplay Reflection Due via Blackboard** |
| June 27| Group Supervision  
Case Presentations  
**Due: Weekly Time Log** |
| July 4 | NO CLASS |
| July 11 | Group Supervision  
Case Presentations  
Due: Weekly Time Log  
**Site and University Mid-Semester Evaluations Due |
| July 18 | Group Supervision  
Case Presentations  
Due: Weekly Time Log |
| July 25 | Group Supervision  
Case Presentations  
Due: Weekly Time Log  
**Professional Meeting Reflection Due  
**Site and University Final Evaluations Due at Individual Meeting the week of 7/29 |

**Lethality Assessment Role Play**

Each student will present a reflective self-evaluation of the lethality assessment and intervention role-play (completed in class). The evaluation (2-3 pages in length) must include thoughtful consideration of your skills, what you learned about yourself in the session, and how you felt during the session. This self-evaluation must be in APA style and with your tape of lethality assessment role-play.

This assignment is designed not only for you to show that you can adequately assess for suicide, self-injury, and lethality towards others, but that you can use your beginning counseling skills while doing so. Each tape MUST be at least 30 minutes long and should show an accurate assessment of lethality and engagement in planning to keep the client safe. Other things to consider:

- You may *not* develop a script for this exercise (real counseling isn’t scripted!)
- If you wish, you may create your own *lethality assessment form/checklist* to use during the session that includes the acronym of your choice. This must be turned in with your written reflection. This DOES NOT mean you may simply use the resources handed out in class.
- At the beginning of your tape, you *must* review confidentiality with the client as if this is your first time seeing them.
- Though you may be using a lethality assessment form, you will also be graded for your ability to use your *beginning counseling skills* while engaging in this assessment. This includes invitational skills, summarizing, and reflecting feeling.
- You must choose *one* of the suicide assessment acronyms from the notes given to you in class and be sure you cover all aspects of that acronym during your tape. Be sure to identify which acronym you used in your written reflection.
## Lethality Assessment Role Play Rubric

*Students must attain a rating of “good” or better in all three categories to pass this assignment*

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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair-Poor</th>
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<tbody>
<tr>
<td><strong>Assessment for lethality</strong></td>
<td>Student accurately and thoroughly assesses for suicide, self-injury, and homicide risk via direct open and closed questions. Student uses at least one suicide assessment acronym.</td>
<td>Student assesses for suicide, self-injury, and homicide risk, but does not thoroughly cover the material.</td>
<td>Student does not assess for suicide, self-injury, and homicide risk, or does not use a suicide acronym.</td>
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<tr>
<td><strong>Basic Counseling Skills</strong></td>
<td>Student uses basic counseling skills throughout the session, including accurate and nonjudgmental paraphrases and reflections of feeling.</td>
<td>Student uses basic counseling skills at times, including paraphrases and reflections of feeling</td>
<td>Student does not use basic counseling skills, or use is minimal. Student over emphasizes the use of closed questions or becomes overly directive with advice giving.</td>
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<tr>
<td><strong>Reflection Paper</strong></td>
<td>Reflection paper is 2-3 pages and includes thoughtful consideration skills, what the student learned self. Paper is in APA style and turned in on time.</td>
<td>Reflection paper is 2-3 pages long, and includes some consideration of skills, minor issues with APA style.</td>
<td>Paper is not required length, or not turned in on time. Paper does not include thoughtful consideration of skills or what student learned about self.</td>
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Case Presentation Format

Students will receive a PowerPoint template for case presentations which will be posted in the Blackboard section for the course. Each case presentation must include the following:

1. Intern name, site name, and date
2. Background information including age, gender, ethnicity, support systems/strengths, previous treatment, assessments completed (if appropriate), other significant information, presenting problems. *Do not include identifying information*
3. Diagnostic impression including full DSM-5 diagnosis (required for all students) and mental status exam
4. Hypothesis: your ideas/theories about what is going on with client(s) and any ideas you may have about causes.
6. Community resources
7. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case?
8. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
9. What you would like from the group: specific feedback about what we should look for
10. Session: insert your clip or audio at this point in presentation. *Note: Do not upload your presentation with the clip inserted!*
11. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

Case Presentation Rubric
*Internship I and II*

<table>
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<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Excellent</th>
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<tr>
<td>Case presentation appears to be hurriedly assembled with little thought or serious consideration to the requirements; one or more than one of the required elements in the case template is missing; information in presentation has significant issues (ex. Treatment goals do not align with theoretical orientation; hypothesis is entirely incorrect); significant spelling/formatting issues</td>
<td>Includes all elements of the excellent presentation, but may not demonstrate as much depth or critical thinking in conceptualizing client issues; theoretical orientation and treatment goals are properly aligned, but may not be best plan of action for presenting client issues; spelling/formatting issues may be present but they are few</td>
<td>Case presentation includes all required elements and reflects thoughtful and thorough consideration in conceptualizing client issues; theoretical orientation and treatment goals are properly aligned and consistent with presenting client issues; there are no spelling/formatting errors</td>
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Practicum Student Self-Evaluation of Session (First Tape)

You are expected to evaluate your performance as a counselor for the 1st taped session you present in class. This evaluation is intended to assist you in improving your effectiveness as a counselor. Note that this self-evaluation focuses primarily on the ability to form a therapeutic alliance with your client. **This evaluation must be turned in the day the tape is presented in class, and must be in APA format, 2-3 pages long.** Each self-evaluation should include the following sections:

1. How did you prepare for the session?
2. How do you feel and what do you think about the session?
3. What did you learn about yourself in this session?
4. Reflect on your developing skills, your strengths, and areas for continued work.
5. Tape Rating Scale (see page 12 of syllabus)

Transcript Format (Second Tape)

The third tape in practicum will be accompanied by the Tape Rating Scale and a transcript of a ten-minute section of your tape presentation. Do not include any identifying information. The transcript should be a verbatim account of the ten minutes. ***Within the transcription, identify 10 of your responses. These responses must be numbered, and should be your own responses. For these ten, provide a) your intent, b) a thoughtful consideration of how the client responded, and an c) appropriate alternative response. It is unacceptable to write that you were satisfied with your response.

Example:

**Client:** I always fall apart.
**Counselor:** I think you’re very well put together.

**Intent:** My honest reaction. This client has dealt with and is dealing with a lot in her life and I wished to validate her.

**Alternative response:** “It sounds like things have been difficult, tell me more about that”. I still would have validated her but I also would have opened it up for her to go deeper.

**Client:** well I wasn’t a little while ago
**Consideration of client response:** The client is being a little self-deprecating, or she doesn’t believe me. Perhaps it makes her feel good to receive validation that she appears to have things together.
This rating scale includes skills emphasized in practicum and adds skills related to specific interventions, diagnosis, and case conceptualization. Internship students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

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<tr>
<th>Skill</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<th>n/o</th>
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<tr>
<td>Poor: Skill absent or performance has potential for harm</td>
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<td>Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling</td>
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<td>Adequate: Evidence of skill but inconsistent in application</td>
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<td>Good: Skill generally well performed</td>
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<td>Very Good: Skill consistently well performed</td>
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- Opening/greeting: -2, -1, 0, 1, 2, n/a, n/o
- Eye contact: -2, -1, 0, 1, 2, n/a, n/o
- Attentive body language: -2, -1, 0, 1, 2, n/a, n/o
- Vocal style: -2, -1, 0, 1, 2, n/a, n/o
- Use of questions: -2, -1, 0, 1, 2, n/a, n/o
- Minimal encouragers: -2, -1, 0, 1, 2, n/a, n/o
- Strategic/appropriate silence: -2, -1, 0, 1, 2, n/a, n/o
- Restatement/paraphrase: -2, -1, 0, 1, 2, n/a, n/o
- Reflection of feeling: -2, -1, 0, 1, 2, n/a, n/o
- Being “present” with the client: -2, -1, 0, 1, 2, n/a, n/o
- Appropriate and collaborative goal setting: -2, -1, 0, 1, 2, n/a, n/o
- Immediacy: -2, -1, 0, 1, 2, n/a, n/o
- Awareness of and attention to meaning: -2, -1, 0, 1, 2, n/a, n/o
- Accurate diagnosis using DSM 5: -2, -1, 0, 1, 2, n/a, n/o
- Use of theoretically and client-specific appropriate interventions: -2, -1, 0, 1, 2, n/a, n/o
- Appropriate treatment planning: -2, -1, 0, 1, 2, n/a, n/o
Tips for Weekly Logs

Entering Time:
10-15 minutes = .25
20-30 minutes = .5
45 minutes- 1 hour = 1 (as long as the extra 15 minutes is spent on paperwork)

- Our time in class together should be logged under ‘University Group Supervision’.
  Log **2.5 hours** for every class session you attend, unless directed otherwise.
- Time with your doctoral supervisor should be logged under ‘University Individual Supervision’
- If you have more than one site, you must have a separate log for each site.
- Logs signed by your site supervisor must be turned in at every class meeting.
- Hours can only be counted as ‘direct’ if you are actively working face to face with a client or his/her teachers or parents. All other hours, including observation, supervision, and meetings are ‘indirect’.
- University supervision hours do not count towards other indirect practicum hours (your log will compute this automatically).
- If you fill in hours under ‘other’, describe (hand write) those hours in the space at the bottom of the log.

SAVE BACKUP COPIES OF YOUR LOG. In addition to a copy on your computer, save a backup to a zip drive, or email it to yourself. You may also wish to make extra print copies for your records.