TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
CNEP 5397 PRACTICUM

Instructor: Wannigar Ratanavivan, Ph.D., LPC, NCC  
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Semester: Fall 2019  
Class Date: Aug. 26 – Dec. 12  
Class Time: Mon. 7:00 – 9:30 pm  
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**

1) **Practicum Hours**

- Students Complete 100 hours in approved practicum setting, at least 40 hours of which are direct counseling services with clients.
- The other 60 hours are indirect counseling services associated with counseling including, but not limited to record keeping and session preparation.

2) **Taping and Case Presentations**

Students are required to submit two audio/videotapes of clinical work in practicum setting with a real, live client who consented to the taping. One additional tape in which students will role play conducting a lethality assessment is also required. Each of the three tapes will be a minimum of 30 minutes long and no longer than 60 minutes. You will be turning your tapes into the instructor, so you must provide an encrypted/password-protected flash drive to protect client confidentiality. Below are the requirements for each tape:

- **Tape #1:**
  Students will present a 10-minute segment of the session along with a PowerPoint case presentation. No identifying information is to be included in this presentation. Students will also complete the Student Evaluation and the Tape Rating Scale. There is a case presentation template available on Blackboard. The presentation, evaluation, and rating scale all must be uploaded to Blackboard prior to the class
prior to your presentation. Do not upload your video to Blackboard. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

- **Tape #2:**
  Students will present a 10-minute segment of this session along with a PowerPoint case presentation. No identifying information is to be included in this presentation. Students will complete the Tape Rating Scale and a transcript of the 10-minute section of the tape. The case presentation, rating scale, and transcript should be uploaded to Blackboard prior to your presentation. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

- **Lethality Assessment:**
  Students will select a partner in class to complete a minimum 30-minute lethality assessment role play. 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. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

While students are required to submit the minimum three tapes above, the instructor may require the student to submit additional tapes for viewing of specific counseling skills outside of class. As an added note, 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.

3) **Supervision**

Students are required to be active participants in several types of supervision: university group supervision, individual/triadic site supervision, and individual doctoral supervision.

- For university group supervision, students are required to attain a **minimum of 1.5 hours per week** of supervision.
- For site supervision, students are expected to participate in a minimum of **one hour per week** of triadic/individual supervision with their designated supervisors.
• Doctoral supervision requires a minimum of 15 individual meetings with your doctoral supervisor.

All of these hours will be documented on your weekly time logs, but do not count towards your 100-hour practicum total. Both doctoral and site supervisors will be conducting mid-semester and final evaluations on your skills and dispositions. It is your responsibility to remind your supervisors of the deadlines and ensure that your evaluations are completed on-time. 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.

4) Professional Meeting Synopsis

Students are expected to attend one professional meeting during the semester and submit a synopsis of the meeting to the instructor. This synopsis must be 2-3 pages, formatted according to APA 6th edition style, and include thoughtful consideration of the content presented during the meeting.

5) Forms and Evaluations

• Students must complete all required forms, including mid- and final evaluations from site supervisors, via Tevera. Forms must be signed and submitted when they are required. Chronic late submission of forms, including logs, will be addressed in your evaluations, including the Professional Issues and Behavior Evaluation.

6) Ethics and Professional Behavior

• Students must abide by the guidelines and policies described in the Internship Manual and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TEA, TSBEP, and/or TSBEMFT Codes of Ethics as appropriate.

Evaluation and Point Allocation

Evaluation

Grade assignment is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by your site supervisor, individual university supervisor, and university instructor. This also includes assessment by your university instructor on the Professional Issues and Behavior Rating Scale (available in Practicum and Internship Handbook). A student who is asked to leave a practicum site for unethical or unprofessional behavior may receive a failing grade and may be asked to retake certain courses and/or seek personal counseling.

Students will submit audio or videotapes of clinical work as required by the instructor. When the instructor and student cannot arrange for audio/video sessions at the practicum/internship site,
the student must seek a secondary practicum/internship site where audio/video taping will be permitted. Some counseling sessions of each student will be directly observed by supervisors during each semester. Please note: You must obtain all supervision hours, both group and individual, required during a semester in order to receive a grade in this course. Failure to complete all supervision requirements is not grounds for an incomplete.

Each student will attend an average of 1.5 hours of weekly group supervision and 1 hour of weekly individual university/doctoral supervision as well as weekly supervision with the site supervisor. Students making a grade of C must repeat the class in order to progress to internship.

**Point Allocation**

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.

   To note, 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.

**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.

Course Policies

Attendance
Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor. Missing class due to work obligations is not considered an excused absence.

For absences that are not excused, the follow attendance policies are in place:

- The first unexcused absence will result in a 5% reduction in the student’s final grade.
- A second unexcused absence will result in a 10% reduction in the student’s final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

Communication
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work
Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted and you will receive a zero. Chapter reading quizzes and
discussion board posts cannot be made up. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email me with your assignment attached by the assigned due date and time. Additionally, late completion of practicum documentation/paperwork may result in a reduction in grade in the course.

Extra Credit
As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Cell Phone/Electronic Device Usage
Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Ratanavivan. If cell phones or laptops are used during class without explicit instruction from Dr. Ratanavivan, participation points will be deducted. There will be no courtesy warning.

Academic Integrity and Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.
The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Classroom Behavior and Professional Conduct
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Additionally, students are expected to adhere to the 2014 Code of Ethics of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

Confidentiality
Participating in group activities involves some level of self-disclosure. A level of trust and openess is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, discuss only your own reactions or experiences and maintain confidentiality regarding other’s input. This is an ethical issue.

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.

**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.

IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/2019</td>
<td>Introduction to Course</td>
<td>Ethics agreement</td>
</tr>
<tr>
<td></td>
<td>Review all forms and time logs</td>
<td>Site agreement (for each site)</td>
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<td></td>
<td>Guideline for lethality assessment tape</td>
<td>List track and supervisors</td>
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<tr>
<td></td>
<td>Group Supervision</td>
<td></td>
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<tr>
<td>9/2/2019</td>
<td><strong>LABOR DAY HOLIDAY</strong></td>
<td></td>
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<tr>
<td>9/9/2019</td>
<td>Group Supervision</td>
<td>Weekly time log</td>
</tr>
<tr>
<td></td>
<td>Assessing for Lethality (1 indirect training)</td>
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<tr>
<td>9/16/2019</td>
<td>Group Supervision</td>
<td>Weekly time log</td>
</tr>
<tr>
<td></td>
<td>Tape 1 Case Presentations</td>
<td>Lethality Assessment (tape and reflection paper)</td>
</tr>
<tr>
<td></td>
<td><em>Constructive feedback</em></td>
<td>Tape 1 (Case presentation, self-evaluation paper, and tape rating scale)</td>
</tr>
<tr>
<td>9/23/2019</td>
<td>Group Supervision</td>
<td>Weekly time log</td>
</tr>
<tr>
<td></td>
<td>Tape 1 Case Presentations</td>
<td>Tape 1 (Case presentation, self-evaluation paper, and tape rating scale)</td>
</tr>
<tr>
<td></td>
<td><em>Goal setting and treatment planning</em></td>
<td></td>
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<tr>
<td>9/30/2019</td>
<td>Group Supervision</td>
<td>Weekly time log</td>
</tr>
<tr>
<td></td>
<td>Tape 1 Case Presentations</td>
<td>Tape 1 (Case presentation, self-evaluation paper, and tape rating scale)</td>
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<td></td>
<td><em>Ethical issues</em></td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>10/07/2019</td>
<td>Group Supervision&lt;br&gt;Tape 1 Case Presentations&lt;br&gt;&lt;i&gt;Case notes and documentation&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Tape 1 (Case presentation, self-evaluation paper, and tape rating scale)</td>
</tr>
<tr>
<td>10/14/2019</td>
<td>Group Supervision&lt;br&gt;Tape 1 Case Presentations&lt;br&gt;&lt;i&gt;The therapeutic relationship&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Tape 1 (Case presentation, self-evaluation paper, and tape rating scale)</td>
</tr>
<tr>
<td>10/21/2019</td>
<td>NO CLASS</td>
<td>Mid-Semester evaluations (doc and site)</td>
</tr>
<tr>
<td>10/28/2019</td>
<td>Group Supervision&lt;br&gt;Tape 2 Case Presentations&lt;br&gt;&lt;i&gt;The supervisor-supervisee relationship&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Tape 2 (Case presentation, transcript, and tape rating scale)</td>
</tr>
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<td>11/04/2019</td>
<td>Group Supervision&lt;br&gt;Tape 2 Case Presentations&lt;br&gt;&lt;i&gt;Counseling professional identity&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Tape 2 (Case presentation, transcript, and tape rating scale)</td>
</tr>
<tr>
<td>11/11/2019</td>
<td>Group Supervision&lt;br&gt;Tape 2 Case Presentations&lt;br&gt;&lt;i&gt;Self-care and wellness&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Tape 2 (Case presentation, transcript, and tape rating scale)</td>
</tr>
<tr>
<td>11/18/2019</td>
<td>Group Supervision&lt;br&gt;Tape 2 Case Presentations&lt;br&gt;&lt;i&gt;Outcome evaluation and termination skills&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Tape 2 (Case presentation, transcript, and tape rating scale)</td>
</tr>
<tr>
<td>11/25/2019</td>
<td>Group Supervision&lt;br&gt;Tape 2 Case Presentations&lt;br&gt;&lt;i&gt;Reflection&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Professional Meeting Reflection Due Tape 2 (Case presentation, transcript, and tape rating scale)</td>
</tr>
<tr>
<td>12/02/2019</td>
<td>Group Supervision&lt;br&gt;Tape 2 Case Presentations&lt;br&gt;&lt;i&gt;Professional meeting sharing&lt;/i&gt;</td>
<td>Weekly time log&lt;br&gt;Final evaluations (doctoral and site supervisors) Tape 2 (Case presentation, transcript, and tape rating scale)</td>
</tr>
<tr>
<td>12/09/2019</td>
<td>Individual Meetings and Final Evaluations with Instructor</td>
<td>Final TSBEPC (All Specialties)&lt;br&gt;TSBEMFT (MCFC)&lt;br&gt;Student Evaluation of Site and Site Supervisor</td>
</tr>
</tbody>
</table>
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*

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair-Poor</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
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

*All tapes will be graded via the following rubric:*

**Counseling Skills (60%)**
- Did the student adequately demonstrate basic counseling skills (e.g. open questions, paraphrases, reflections of feeling and meaning) without engaging in detracting behaviors (advice giving, excessive questions)?

**Reflection and Research (20%)**
- Do the treatment goals and interventions reflect consideration of the client’s needs and diagnosis?
- Is there adequate personal reflection regarding growth and development as a counselor?

**Grammar (10%)**
- Is the presentation free from grammatical errors and spelling problems?
- Is the information communicated clearly and effectively?

**Timeliness (10%)**
- Was the student ready to present on the date he or she signed up for?
- If not, did the student discuss this issue with the instructor beforehand to make other arrangements?
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.
**Internship Tape Rating Scale**  
Department of Counseling and Educational Psychology

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.

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