



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 555: PRACTICUM IN COUNSELING
SPRING 2017**

Course Section: 002
Course Meetings: Wednesdays 9:05 – 11:00
Course Location: Claxton 210

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CMHC & SC PROGRAM MISSION & OBJECTIVES

The mission of the Clinical Mental Health Counseling Program is to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

The mission of the University of Tennessee Master of Science School Counseling program is to equip graduate students with the competencies to excel as prek-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy, collaboration, and consultation while attending to the changing, diverse educational community.

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
5. **CMHC Graduates** will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.
SC Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

COURSE DESCRIPTION

3 CREDIT HOURS

Supervised practice and application of counseling skills with individual clients.
 Repeatability: May be repeated. Maximum 9 hours.
 (RE) Prerequisite(s): 480, 551, 550 or 556, and 554.
 Comment(s): Admission to school counseling or clinical mental health counseling program required.
 Registration Permission: Consent of instructor.

PURPOSE AND FOCUS

The purpose of Practicum is to provide students with an introductory field-based experience in counseling. The focus is on continued development of basic counseling skills and case conceptualization as well as effective use of supervision. Students will begin to explore their individual theoretical orientation to counseling.

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	2.F.1.b
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k
the role of counseling supervision in the profession	2.F.1.m
counselor characteristics and behaviors that influence the counseling	2.F.5.f

process	
essential interviewing, counseling, and case conceptualization skills	2.F.5.g
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d
record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	5.C.2.m
ADDITIONAL STANDARDS/REQUIREMENTS ADDRESSED	
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	3.A
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	3.B
Formative and summative evaluations of the students' counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	3.C
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	3.D
In addition to development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	3.E
Students completed supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	3.F
Practicum students complete at least 40 hours of direct service with actual clients that contributes to development of counseling skills.	3.G
Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular	3.H

<p>schedule with a counselor education program faculty member in accordance with the supervision agreement.</p>	
<p>Practicum students participate in an average of 1.5 hours per week of 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.</p>	<p>3.I</p>
<p>Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p>	<p>3.R</p>

STUDENT LEARNING OUTCOMES

SLO	Standard	Evaluation
<p>Students will strengthen their basic counseling skills through supervised practice in the field with individual clients, supervision, role plays, and case studies.</p>	<p>2.F.5.g.</p>	<p>Transcription</p>
<p>Students will develop their case conceptualization abilities through reflection, in class presentations, and supervision.</p>	<p>2.F.5.g.</p>	<p>IPM Paper</p>
<p>Students will continue to develop their individual theoretical orientation to counseling through in class exercises, reflection, supervision, and assigned readings.</p>		<p>IPM Paper</p>
<p>Students will increase their self-awareness, cultural competence and sensitivity, and understanding/application of principles of ethical practice through multiple course activities.</p>	<p>2.F.1.k.; 2.F.5.f.</p>	<p>Paperwork; Journal; IPM Paper</p>
<p>Students will begin to make effective use of supervision through participation in site, doctoral student, and faculty supervision.</p>	<p>2.F.1.m.; 3.B.; 3.H.; 3.I.</p>	<p>Tape Session Reviews; Evaluations</p>
<p>Students will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.</p>		<p>Evaluations</p>

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

- ◆ ***C*ommitment**, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ ***O*penness** to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ ***R*espect** to self and others, including honoring diversity, self-care, and wellness
- ◆ ***I*ntegrity**, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ ***S*elf-awareness**, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

The methods of instruction will include lecture, group discussion, role plays, and group supervision of live and recorded demonstrations of counseling sessions/techniques.

REQUIRED TEXTS & MATERIALS

Halbur, D. A., & Halbur, K. V. (2015). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Upper Saddle River, NJ: Pearson.

Practicum Handbook

Other readings as assigned; available on Blackboard

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

Assignments

Paperwork: An informed consent, tapping consent, and contract (see Appendix D of the Practicum Handbook) must be created for class. These will be turned in to Taskstream when signed and graded pass/fail.

Transcription: A 20-minute portion of a single session must be transcribed verbatim. Choose three segments – one near the beginning (about 5 minutes), one in the middle (about 10 minutes), and one near the end (about 5 minutes) to transcribe. You will write out **every sound** uttered in the session during those 20 minutes – yes, this includes coughs, laughs, “ums”, and stutters. After every 2-3 of your responses, you must **indicate the skill used** (e.g., paraphrase, clarification) and **the focus** (affect, behavior, thought, overall experience). You also will complete a **reflection paper (maximum 4 pages)** containing the following elements:

1. Select four skills used during the transcription
2. Describe **the intent** (explore further, acknowledge, challenge/confront) of the use of the skill

3. **Reflect** on your use of the skill (internal thoughts and feelings).

Please include **an overall reflection** of your experience of this transcription at the conclusion. This assignment will be turned in to Blackboard and graded using a 10-point scale reflecting excellent, satisfactory, unsatisfactory.

Tapes of Entire Session: Students will turn in to your student supervisor **three tapes of a complete counseling session (minimum 25 minutes long)** along with a short description of the case for a grade. Included in the description should be a description of the client, purpose of counseling, goals for session, interventions used, things you think you did well, and areas of concern/supervision needs. These will be graded pass/fail. ***Please note: This assignment is NOT a substitute for reviewing weekly tapes with your supervisor. Although they can be counted as the tape for the week each is due, students are responsible for providing tapes EVERY week after Week 4.**

Practicum Time Log: Students will complete the time log on a weekly basis (see Appendix G of the Practicum Handbook). This will be graded pass/fail. A verification of time is also required at the end of the semester (see Appendix H of the Practicum Handbook), to be completed on Taskstream, and all time logs will be uploaded to Taskstream then when signed.

Journal: Students will keep a daily log of activities and complete a weekly guided reflection (see pg. 17 for topics). **This journal will be turned in three times during the semester to Blackboard, not every week.** These will be graded using a 10-point scale reflecting excellent, satisfactory, unsatisfactory. At the end of the semester, students will upload all journals to Taskstream.

SC/CMHC Assignment: Certain topics are necessary based on your site placement. Therefore, this assignment will be different for SC and CMHC students.

- a. School Counseling (SC) Students: Read the article/PowerPoint on classroom management and lesson planning.
- b. Clinical Mental Health Counseling Students (CMHC): Read the article on writing case notes.

In class, we will discuss these readings and what they mean for your work as a counselor.

Evaluations: A midterm and final evaluation from your site supervisor, a final placement evaluation, and a midterm and final self-evaluation must be completed. A midterm and final evaluation from your university (doctoral) supervisor also will be completed during supervision, and a final evaluation from your faculty supervisor will be completed at the end of the course. A list of where each is to be submitted follows:

- a. Midterm & final evaluations from site supervisor – Taskstream (use the form embedded, not the one in the Practicum handbook)
- b. Final placement evaluation – Taskstream
- c. Midterm & final self-evaluations – submit to Blackboard when due; upload to Taskstream by last group supervision meeting

- d. Midterm & final evaluations from university (doctoral) supervisor – submit to Blackboard when due; upload to Taskstream by last group supervision meeting
- e. Final evaluation from faculty supervisor – will be completed by instructor in Taskstream

Please wait to upload final documentation until forms have been signed.

Practicum Documentation: At the end of the semester, please check to ensure that the following documents are complete (including signatures) and uploaded to Taskstream, even if you initially submitted them to Blackboard (some will be completed at various points throughout the semester):

- Practicum Contract
- Liability Insurance
- Ethics Pledge
- Professional Disclosure & Consent to Tape
- Signed Time Logs (incl. hours summary entered directly into Taskstream)
- Site supervisor midterm & final evaluations
- Placement evaluation
- ***PLEASE NOTE*:** The following documents should be uploaded AT ONE TIME to “Assignments & Reflections”:
 - All journal entries
 - All case descriptions
 - Final evaluation from doctoral supervisor
 - Tape transcription
 - IPM paper

Integrative Processing Model paper: This paper is designed to help you evaluate your journey thus far as a Practicum student, to explore the impact of your work this semester, and to prepare you for your upcoming journey as an intern. A handout detailing this assignment is included in the Handbook. When writing this **maximum 10 page** paper, think about the clients you’ve worked with throughout the semester and reflect on how your thinking has changed. This is your opportunity to examine themes that have emerged for you, to reconsider questions you wrestle(d) with, and to analyze the confidence you’ve gained. Please use the headings in the handout as a guide for your reflection as well as headings for your paper; however, remember that each section is not discrete and separate but rather interrelated with the others. This will be graded using a 10-point scale reflecting excellent, satisfactory, unsatisfactory. Please submit this assignment to Blackboard as well as Taskstream (see guidance above).

General Practicum Requirements

1. Insurance: All students must show proof of professional liability insurance by uploading it to Taskstream.

2. Fingerprinting and Drug Screening Test (SCHOOL COUNSELING STUDENTS ONLY): You must have this in order to work with clients. This should have been completed during your first semester in the counseling program.
3. Professional Disclosure/Informed Consent: All students must create an informed consent form to be given to all students and parents at their practicum site. This informed consent must include the following information: Graduate student status, taping requirements, supervision status, general course requirements, and site supervisor contact information. Use the Professional Disclosure Statement in Appendix E of the Practicum Handbook.
4. Taping: **All counseling sessions (after the initial meeting) are to be taped.** If a client who has not given you a signed taping consent and/or parent/guardian permission form (if applicable) comes to you and requests counseling, you can only meet with that client once. After that, sessions must be taped and with appropriate self and/or parental consent. Use the Permission to Tape form in Appendix C of the Practicum Handbook.
5. Clients in Crisis: You must inform both your site supervisor and your university (doctoral student) supervisor if you meet with a client who indicates suicidal behaviors or warning signs. You must inform both supervisors on the SAME DAY that you meet with any potentially suicidal client. If you cannot reach your doctoral student supervisor for any reason, contact your faculty supervisor.
6. Tapes for Supervision: **Starting with class week 4, all students will bring at least 1 tape,** *cued for supervision purposes,* to both class and individual supervision. These must be DIFFERENT tapes; the same tape cannot be used for both class and supervision with the student supervisor. Students must be prepared to play tapes in class or individual supervision, including having questions for supervision purposes and knowledge of the history of each client. It is recommended that students keep a set of representative tapes at all times (approximately 3-6 minimum). Tapes may be reused or erased no sooner than 3 weeks after the session meeting; however, it is recommended that tapes be kept until the end of the semester.
7. Case Notes: Case notes must be kept for each client and added to after session. Notes must include the following: date of meeting, topic of meeting, interventions used, goals for session, and goals/plans for next session. Case notes must be kept locked or secured at all times. Case notes may be brought to class for supervision purposes, however this is not required. If your setting has specific requirements for record keeping, you must follow these procedures. Otherwise, please use the guidance on case notes in Appendix F of the Practicum Handbook.
8. Counseling Relationships: You must maintain a counseling relationship with **at least three clients for a minimum of two sessions each.** It is strongly recommended that you have at least 4-8 different clients. We encourage you to

engage in group counseling as well, if possible at your site, but **the primary focus of Practicum is on developing your individual counseling skills.**

9. Supervision sessions: Each student will attend class (group supervision) weekly. In addition, each student will participate in individual supervision for 1 hour weekly with the student supervisor and obtain approximately 1 hour of weekly supervision with your site supervisor.

INSTRUCTOR POLICIES & OTHER IMPORTANT INFORMATION:

Attendance

It is extremely important that you attend class (group supervision), participate in scheduled supervision sessions, and contribute to group discussions. Missing **more than two** class meetings or supervisory sessions (**total, not two each**) will result in a letter grade drop from the final course grade.

Field Experience Taskstream Statement

This practicum requires that you upload all documentation to Taskstream. Specifically, you must upload the following components:

	Due
Supervision contract	January 18
Liability insurance	January 11
Ethics pledge	January 11
Professional disclosure and consent statements	January 18
Signed Time Logs <i>You will directly enter a summary of your hours logs. Then, you will attach your signed hours logs to substantiate overall hours.</i>	April 26
Site supervisor midterm evaluation	March 1
Site supervisor final evaluation	April 26
Placement evaluation	April 26
Assignments & Reflections <i>You will upload the following documents here:</i> <ul style="list-style-type: none"> • <i>All journal entries</i> • <i>All case descriptions</i> • <i>Final evaluation from university</i> 	April 26

<p><i>(doctoral) supervisor</i></p> <ul style="list-style-type: none"> • <i>Tape transcription</i> • <i>IPM Paper (turn in to Blackboard also)</i> 	
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Select your faculty instructor as the evaluator for these submissions. Your faculty instructor will provide your midterm and final evaluations to you via Taskstream; you do not need to initiate this process. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

Academic Standards of Conduct

All students are expected to uphold the University of Tennessee's Honor Statement. Plagiarism and cheating will not be tolerated in any capacity and **will automatically result in a grade of zero** for any assignment where the student in question is suspected of engaging in such behaviors. Please refer to Hilltopics at <http://hilltopics.utk.edu/student-code-of-conduct/> for specific information concerning academic standards of conduct. Your instructor will follow University-sanctioned disciplinary procedures for any breach of these policies. Each student is responsible for knowing the terms and conditions of the Honor Statement. The Honor Statement reads as follows:

“An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

INCLEMENT WEATHER

For the most part, we will follow the university protocol for weather cancelations and delays; however, there may be times the university is officially open but we choose to meet online due to safety concerns. In these cases, the instructor will notify you as far in advance as is possible of alternate arrangements.

EMERGENCY ALERT SYSTEM

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

DISABILITIES THAT CONSTRAIN LEARNING

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and

faculty to coordinate reasonable accommodations for students with documented disabilities. You can also view information on accessibility at UTK at <http://accessibility.utk.edu> Please keep in mind that accommodations **cannot be made** unless appropriate documentation from the Office of Disability Services is provided.

Confidentiality

In order to maintain confidentiality of clients, in all written work **refer to the client by his or her first and last initials**. While names of clients may be revealed in class discussions, practicum students are reminded to maintain confidentiality of all information heard in class.

Site Visit

The instructor and/or doctoral supervisor will make one site visit at approximately midterm of the semester. There are multiple purposes for this visit: (a) it allows the site supervisor and instructor to connect in a meaningful way for the support of the practicum student; (b) it gives the instructor a chance to address any issues that have arisen between the practicum student and the site; and (c) it provides an opportunity for the practicum student to be observed performing her or his roles within the environment, if necessary, thus giving a context for supervision.

Technology in Class

The use of cell phones for calls, text messaging, or tasks not relevant for instruction is prohibited in class. Please show your respect for your classmates and the instructor and turn your devices off or put them in silent mode. Laptops and tablets are permitted as long as their use is limited to course specific activities (e.g., taking notes).

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Safe Zone

Regardless of ability, age, ethnicity, gender expression and identity, immigration status, national origin, political affiliation, race, religion, or sexual orientation, you will be treated and respected as a human being. Your continued presence in this course signals your commitment to act likewise.

WELLNESS

The Student Counseling Center is the university's primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services: <http://counselingcenter.utk.edu/> The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

Your Role in Improving Teaching and Learning Through Course**Assessment:**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources For Students:

- [Graduate Catalog](#) : (Listing of academic programs, courses, and policies)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Center for Career Development](#): (Career counseling and resources; HIRE-A-VOL job search system)

Course Schedule:

Date	Topics	Readings & Assignments Due
January 11	Introductions Ethical Issues in Counseling Professional Dispositions	Proof of Liability Insurance (Taskstream [TS]) Ethics Pledge (TS)
January 18	Nonverbal Behaviors Discussion of Site Concerns Ethics continued Cultural Differences in Clients *This class meeting will be held with all Practicum sections together*	Practicum Contract – Preliminary (no signatures – email) Informed Consent (TS) Taping Consent Form (TS)
January 25	Basic Skills Review – role plays Informal Site Presentations	
February 1	Writing Case Notes & Classroom Management	Journal Weeks 2 & 3 (Blackboard [Bb])

		Cued tapes due to class from this point forward SC/CMHC Readings (on Blackboard)
February 8	Effective Use of Supervision Discussion of Site Concerns	
February 15	Dealing with Client Resistance – role plays Discussion of Site Concerns	Taped Session #1 & Case Description due to Doctoral Supervisor *Please remind site supervisors about midterm evaluations due in two weeks*
February 22	Effective Skills for Working with Clients Discussion of Site Concerns	Journal Weeks 4 – 6 (Bb)
March 1	Effective Skills for Working with Clients cont. Discussion of Site Concerns	Midterm Evaluations (Bb & TS)
March 8	Sexual Abuse Discussion	Tape Transcription (Bb)
March 15	SPRING BREAK – NO CLASS	
March 22	Self-Mutilation Discussion Discussion of Site Concerns	Taped Session #2 & Case Description due to Doctoral Supervisor Bauman Ch. 2 (on Bb)
March 29	Termination with Clients *This class meeting will be held with all Practicum sections together*	Journal Weeks 7 – 11 (Bb)
April 5	DSM-5 *This class meeting will be held with all Practicum sections together*	
April 12	Review of Counseling Theories Discussion of Site Concerns	Taped Session #3 & Case Description due to Doctoral

		<p>Supervisor</p> <p>Halbur & Halbur Ch. 1 – 3</p> <p>*Please remind site supervisors about final evaluations due in two weeks*</p>
April 19	Review of Counseling Theories Discussion of Site Concerns	Halbur & Halbur Ch. 4 & 5
April 26	Last Class Wrap Up	<p>IPM Paper (Bb & TS)</p> <p>Final Evaluations (Bb & TS)</p> <p>Placement Evaluation (TS)</p> <p>Verification of Hours (TS)</p> <p>Time Log (TS) & Journals – incl. Weeks 12 – 16 (Bb)</p>
Week of May 1 – 5	Final Evaluation Meetings with Instructor	

**This syllabus reflects expectations for the course; however, it may be necessary to make changes to the syllabus and schedule after the course begins. In such cases, students will be notified accordingly.*

Assignment Summary:

<u>Assignment</u>	<u>Due Date(s)</u>
Initial paperwork	January 18
Transcription	March 8
Tape of entire session	February 15 March 22 April 12
Midterm evaluations	March 1
Journal	February 1 February 22 March 29 April 26

IPM paper April 26

Final paperwork April 26

Example Rubric:

Item	Excellent	Satisfactory	Unsatisfactory
Content	Clear, relevant (3 points)	Somewhat clear and/or relevant (2 points)	Unclear and not relevant (1 point)
Organization/structure	Logical, well-organized, followed requirements, grammatically correct (3)	Missing 1-2 of: logical, well-organized, followed requirements, grammatically correct (2)	Lacks more than 2 of: logical, well-organized, followed requirements, grammatically correct (1)
Reflection	Strong evidence of reflection and depth of thought (4)	Some evidence of reflection and some depth of thought (2-3)	Lacks reflection and depth (1)

Excellent = 8.5-10 total points
 Satisfactory = 5-8 total points
 Unsatisfactory = less than 5 points

Evaluation

Evaluation is based upon successful completion of required assignments, the skills checklist, ability to reflect on and critique own abilities, and evaluations by the faculty-, student-, and site-supervisors.

A (Superior) = Completes all requirements receiving no more than eight grades below *excellent* (or *good* for skills assessment) and demonstrates a helpful level consistently with contacts in addition to demonstrated personal and professional growth. Includes high level of personal reflection and ability to critique own counseling work.

B+ (Very Good) = Completes all requirements receiving no more than half of grades below *excellent* (or *good* for skills assessment) and demonstrates helpful level with contacts and a positive change in at least one client. Includes moderate level of personal reflection and ability to critique own counseling work.

B (Good) = Completes all requirements receiving no more than half of grades below *excellent* (or *good* for skills assessment) and shows helpful level conducted during final

weeks of semester. Includes difficulty in personal reflection or ability to critique own counseling work.

C+ (Less than Satisfactory) = Completes all or most requirements, receiving more than half of grades below *excellent* (or *good* for skills assessment), and shows minimal helpfulness with little improvement during the semester. Includes difficulty in personal reflection and ability to critique own counseling work.

C (Well Below Standard) = Completes some requirements receiving more than half of grades below *excellent* (or *good* for skills assessment) and shows minimal helpfulness with contacts or improvement throughout the semester. Includes great difficulty in personal reflection and ability to critique own counseling work.

JOURNAL
WEEKLY GUIDED REFLECTIONS

Directions: Using these prompts, write a 1-page, typed, double-spaced (or longer if you like) response. Consider the prompt from multiple perspectives and provide examples. Use this time to really process your practicum experience.

<u>Week to be written</u>	<u>Topic</u>
2 (January 18)	What are your initial impressions of your practicum site?
3 (January 25)	Rate your therapeutic confidence on a scale from 1-10 (1 being terrible, 10 being exceptional) and explain why you gave the rating.
4 (February 1)	What do you notice about diversity at your site?
5 (February 8)	What counseling skill is most difficult and why? What skill do you feel most confident about and why?
6 (February 15)	Rate your therapeutic confidence on a scale from 1-10 (1 being terrible, 10 being exceptional) and explain why you gave the rating.
7 (February 22)	Discuss the culture at your site – what makes your site unique?
8 (March 1)	What multicultural group do you have the most difficulty with and why?
9 (March 8)	Discuss your interactions with co-workers and others at your site.
11 (March 22)	Open discussion – reflect on any issue, concern, or client you have worked with at this point in your practicum experience
12 (March 29)	How might you incorporate client strengths into your counseling with at risk clients?
13 (April 5)	Discuss feelings of dissonance or internal conflict you are experiencing related to one or more of your clients. How are you dealing with these feelings?
14 (April 12)	Rate your therapeutic confidence on a scale from 1-10 (1 being terrible, 10 being exceptional) and explain why you gave the rating.
15 (April 19)	How do the issues you have faced with clients this semester

affect your understanding of your role as a counselor?

16 (April 26)

IPM Paper

REQUIRED COMPETENCIES FOR PRACTICUM

- I. Skills
 - a. Use of minimal encouragers
 - b. Ability to paraphrase
 - c. Ability to reflect feeling
 - d. Summarization
 - e. Probing
 - f. Open-ended questioning
 - g. Ability to use silence in session
 - h. Able to open and close session appropriately
 - i. Able to use techniques to help client (working stage)
 - j. Explores behavioral issues with clients
 - k. Explores cognitive issues with clients
 - l. Explores affective issues with clients
 - m. Explores interpersonal issues with clients
 - n. Evaluates own sessions
 - o. Knows when referral is needed
 - p. Able to seek consultation
- II. Knowledge
 - a. Understands different theories
 - b. Understands ethical guidelines
 - c. Understands framework for ethical decision-making
 - d. Understands school/clinical site rules
 - e. Able to develop relationships with school/clinical site staff
- III. Personal Dispositions and Behaviors
 - a. Arrives on time
 - b. Dresses appropriately
 - c. Completes work on time
 - d. Interacts in a professional manner
 - e. Demonstrates respect for others
 - f. Demonstrates understanding of cultural differences
 - g. Demonstrates awareness of cultural differences in session
 - h. Maintains personal and professional boundaries
 - i. Demonstrates openness to feedback, learning, and self-development
 - j. Demonstrates commitment to the counseling profession