



UNIVERSITY OF PROVIDENCE

Master of Science in Counseling Spring YEAR

MSC 695 – Counseling Practicum (3 Credit Hours)

Location/Time:

Weekly for 2 hrs via Collaborate
Online via Moodle

Instructors:**Office Hours:**

By Appointment

**Course Description:
MSC 695 Practicum**

Practicum is a pre-professional opportunity to synthesize and apply knowledge gained in classroom studies to a work setting through closely supervised one-on-one and group counseling experiences. All supervision documents (including the practicum application) and the Intern Ethical Guidelines must be submitted to the MSC program coordinator prior to the beginning of the semester in which practicum begins. Students are expected to accrue 240 work-related hours for this course. Of the 240 hours, a minimum of 40 hours will be direct contact hours. As a part of the clinical course sequence, students must lead or co-lead a counseling or psychoeducational group in either practicum OR advanced internship. Although CACREP does not specify the number of group hours required, it is recommended that students obtain 10 direct group hours.

Prerequisites to this Course and/or Requirements this Course fulfills:

Prerequisites: MSC 508, MSC 512, MSC 515, MSC 516, MSC 517, MSC 606, MSC 607, completion of 40 credits, acceptance to advanced candidacy, and practicum application acceptance. 3 credits.

Methods of Instruction The course will meet for two hours weekly via Collaborate. Class time will be divided into discussion of how course readings apply to student practicum site/population and discussion of student case/video presentations. In addition to the two-hour weekly group supervision, students will meet with an on-site supervisor for a minimum of one hour per week in individual and/or triadic supervision.

Program Student Learning Objectives

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

By the end of this program, students will be able to ...

Evaluate ethical practice according to the counseling profession.

Describe ethical practice according to the counseling profession.

Synthesize elements of ethical practice in counseling.

HUMAN GROWTH AND DEVELOPMENT

By the end of this program, students will be able to ...

Determine theories of individual and family development across the lifespan.

Describe factors that affect human development, functioning, and behavior.

Behavioral Objectives of Course/Anticipated Student Competencies (CACREP Standards):

Upon completion of this course, the successful student will be able to demonstrate refine and expand the following:

KNOWLEDGE/SKILLS/SCHOLARSHIP

1. Applying theories of counseling and evaluating how the counselor characteristics and behaviors influence the counseling process. (S2.F.5.a) (S2.F.5.f)
2. Analyzing and applying theories of individual and family development across the lifespan and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (S2.F.3.a)
3. Analyzing the variety of influencing factors on human development, functioning, and behavior (S2.F.3.e) (S2.F.3.f) (S2.F.5.f)
4. Evaluating and applying effective strategies to promote client well-being and understanding the impact of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)
5. The application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (S2.F.2.c)
6. The ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (S2.F.3h)
7. Advocating to address institutional and social barriers that impede access, equity, and success for client (S2.F.1.e)
8. Conceptualization of an accurate diagnosis of disorders presented by a client and discussing the differential diagnosis with collaborating professionals (S2.F.3.c) (S2.F.3.f) (S2.F.5.g)
9. Evaluating and applying procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)
10. Analyzing and applying relevant research findings to inform the practice of clinical mental health counseling (S2.F.8.b)

11. Developing the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (S2.F.1.m)
12. Implementing positive self-care strategies appropriate to the counselor role (S2.F.1.l)

CACREP STANDARDS – Section 2 (S2)

1. Professional Counseling Orientation and Ethical Practice

- e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e)
- f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (S2.F.1.f)
- i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (S2.F.1.i)
- l. Self-care strategies appropriate to the counselor role (S2.F.1.l)
- m. The role of counseling supervision in the profession (S2.F.1.m)

2. Social and Cultural Diversity

- c. Multicultural counseling competencies (S2.F.2.c)

3. Human Growth and Development

- a. Theories of individual and family development across the lifespan (S2.F.3.a)
- d. Theories and etiology of addictions and addictive behaviors (S2.F.3.d)
- f. Systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f)
- g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)
- h. A general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h)
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i)

5. Counseling and Helping Relationships

- f. Counselor characteristics and behaviors that influence the counseling process (S2.F.5.f)
- g. Essential interviewing, counseling, and case conceptualization skills (S2.F.5.g)

7. Assessment and Testing

- c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)
- e. Counselor Use of assessments for diagnostic and intervention planning purposes (S2.F.7.e)

8. Research and Program Evaluation

b. Identification of evidence-based counseling practices (S2.F.8.b)

CACREP Standards Section 3: Professional Practice
can be reviewed in the Handbook for Practicum and Internship

Required Readings

Tolan, J., Cameron, R. (2017). *Skills in Person-Centered Counselling & Psychotherapy*, 3rd edition. Sage, Washington, DC.

Recommended Texts

American Psychological Association. (2009). *Publication manual*. (6th ed.). Washington, DC: American Psychological Association.

Required Materials: Audio recording or video recording equipment.

Course Requirements

Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly true to one's commitments
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional

Assignments

Case Presentations and Session Recordings

Each student will verbally present video recorded case studies of client sessions. Students will rotate presentation assignments throughout the semester. The student presenter must post or submit the recorded session and completed Case Presentation Form to the One Drive one day prior to the class they present. Each case study will include client's demographic information, session number, referral source and reason for referral, client-counselor therapeutic contract summary (including short and long-term goals), hypothesis/case conceptualization, therapeutic interventions, and probable diagnosis. **Due on a rotating basis throughout the semester. Worth 200 points.**

Rubric – Case Presentation (Written and Verbal Presentation)

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
QUALITY of Information to present Case Study in WRITTEN & VERBAL Form 15% Case Conceptualization (S2.F.5.g)	Insufficient quality of information to present Case Study;and includes FEW aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	Sufficient quality of information to present Case Study;& includes MOST aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	High quality of information to present Case Study;and includes ALL aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	Exemplary quality of information to present Case Study;and includes ALL aspects of: client's information precise and clear:: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.
WRITTEN Case Study - MECHANICS 15%	Insufficiently outlines: Case Study is incomplete unstructured and written with grammatical spelling or punctuation errors. Posting of Case Study on Moodle was NOT on time.	Sufficiently outlines: Case Study is incomplete, structured and written with some grammatical spelling or punctuation errors. Posting of Case Study on Moodle was on time.	Proficiently outlines: Case Study is complete, well-structured and written with few grammatical spelling and punctuation errors Posting of Case Study on Moodle was on time.	Successfully outlines: Case Study is complete, well-structured and written without grammatical spelling/punctuation errors Posting of Case Study on Moodle was on time.
WRITTEN and VERBAL Presentation of Case Study requires also information about: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e) 15%	Insufficiently demonstrated: -Awareness and offered options for advocacy for clients	Sufficiently demonstrated: -Awareness and offered options for advocacy for clients	Proficiently demonstrated: -Awareness and offered options for advocacy for clients	Successfully demonstrated: -Awareness and offered options for advocacy for clients
Multicultural counseling competencies (S2.F.2.c) 15%	-Awareness of counselor about needs to represent multicultural competence	-Awareness of counselor about needs to represent multicultural competence	-Awareness of counselor about needs to represent multicultural competence	-Awareness of counselor about needs to represent multicultural competence
Procedures for assessing risk of danger to others, or suicide (S2.F.7.c) 15%	-Applied questions to assess risks of danger	-Applied questions to assess risks of danger	-Applied questions to assess risks of danger	-Applied questions to assess risks of danger
Evidence-based counseling practices (S2.F.8.b) 15%	-Use of evidence-based counseling skills/practices	-Use of evidence-based counseling skills/practices	-Use of evidence-based counseling skills/practices	-Use of evidence-based counseling skills/practices
VERBAL Presentation of Case Study TIME MANAGEMENT – (5-10min) 10%	Insufficient time management (<5 min). Inappropriate time for each part of the case study	Sufficient time management (>10 min). Appropriate time for each part of the case study	Proficient time management (5-10 min). Appropriate time for each part of the case study presentation.	Excellent time management (5-10 min). Accurate time for each part of the case study presentation.

Case Updates

Students will reflect on the presenting issues of clients and work to implement feedback received during supervision throughout the semester. Although students will not present every week, students are expected to update the class on their site experience and how they have implemented the feedback received in supervision. Students will ask questions about site issues and ethical dilemmas. Occurs on a weekly basis. **Worth 50 points.**

Rubric – Case Study Update

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
QUALITY of Information to present Case Study in WRITTEN & VERBAL Form 30% Case Conceptualization (S2.F.5.g)	Insufficient quality of information to present Case Study;and includes FEW aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	Sufficient quality of information to present Case Study:& includes MOST aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	High quality of information to present Case Study;and includes ALL aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	Exemplary quality of information to present Case Study;and includes ALL aspects of: client's information precise and clear:: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.
VERBAL Presentation of Case Study requires also information about: Evidence-based counseling practices (S2.F.8.b) 30%	Insufficiently demonstrated: -Use of evidence-based counseling skills/practices	Sufficiently demonstrated: -Use of evidence-based counseling skills/practices	Proficiently demonstrated: -Use of evidence-based counseling skills/practices	Successfully demonstrated: -Use of evidence-based counseling skills/practices
VERBAL Presentation of Case Study TIME MANAGEMENT – (5-10min) 40%	Insufficient time management (<5 min). Inappropriate time for each part of the case study	Sufficient time management (>10 min). Appropriate time for each part of the case study	Proficient time management (5-10 min). Appropriate time for each part of the case study presentation.	Excellent time management (5-10 min). Accurate time for each part of the case study presentation.

Demonstration of Counseling Techniques

Students will be required to provide evidence of proficiency in using various counseling techniques and conceptualizing clients throughout the semester. Evidence of counseling techniques and conceptualization will be assessed during case presentations, individual supervision, feedback to classmates, and during class discussion. Clinical discussion is central to the purpose and format of the course, and students are encouraged to identify/share counseling techniques and engage in clinical conceptualization. **Worth 150 points.**

Rubric – Case Study Update (VIDEO Presentations) (3 sessions)

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
VIDEO Presentation of Case Study QUALITY and USE of various basic counseling techniques Evidence-based counseling practices (S2.F.8.b) 30%	Insufficiently demonstrated: Used no counseling techniques (reflecting feelings, empathy, ...)	Sufficiently demonstrated: Used one/two counseling techniques (reflecting feelings, empathy, ...)	Proficiently demonstrated: Used two/three counseling techniques (reflecting feelings, empathy, ...)	Exemplary demonstrated: Used three/four counseling techniques (reflecting feelings, empathy, ...)
QUALITY and USE of techniques of a theory Evidence-based counseling practices (S2.F.8.b) 30%	Used no techniques of a theory	Used one/two techniques of a theory	Used two/three techniques of a theory	Used three/four techniques of a theory
VIDEO Presentation - MANAGEMENT 40%	Insufficient time management (<5 min). Lacked in 3 or > areas: - - Clear video - Effective volume - Professional appearance	Sufficient time management (>10 min). Lacked in 1 to 2 areas: ---Clear video -Effective volume -Professional appearance	Proficient time management (5-10 min). Fulfilled all areas: -Clear video -Effective volume -Professional appearance	Excellent time management (5-10 min). Exemplary in all areas: -Clear video -Effective volume -Professional appearance

Individual Supervision Session

Students will schedule an hour appointment with the instructor for an individual supervision session. Students will provide a recorded video session in advance, and will identify a 20-minute portion of the session to review. Students should identify specific points of discussion and feedback for the segment they choose to review during supervision. Students are to take responsibility for scheduling their individual supervision session. **Due the first week after mid-term. Worth 100 points.**

Rubric – Individual Supervision Session

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
QUALITY and USE of various basic counseling techniques 30%	Used no counseling techniques (25 points)	Used one/two counseling techniques (30 points)	Used three/four counseling techniques (35 points)	Used five/more counseling techniques (40 points)
QUALITY and USE of techniques of a theory (e.g. REBT, DBT) 30%	Used no techniques of a theory (25 points)	Used one/two techniques of a theory (30 points)	Used three/four techniques of a theory (35 points)	Used five/more techniques of a theory (40 points)
ORGANIZATION and MECHANICS 40%	The information appears to be disorganized . Many grammatical, spelling, or punctuation errors.	Information is organized , but paragraphs are not well constructed. A few grammatical spelling or punctuation errors.	Information is organized with well-constructed paragraphs. Almost no spelling, grammatical or punctuation errors.	Information is very organized with well-constructed paragraphs. No grammatical, spelling or punctuation errors.

	(5 points)	(10 points)	(15 points)	(20 points)
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Attendance and Collaborative Work

Students will attend all classes. If a student anticipates missing a class, they should contact the professor in advance to arrange alternate arrangements for weekly supervision. The course is a lot more meaningful (and enjoyable) with active participation. Read all required texts prior to the assigned dates and actively participate in discussion and feedback during class. **Worth 100 pts.**

Professional Responsibility

The following assignments are part of the professional responsibilities of professional counselors:

- a) Join the American Counseling Association. All students should already be members. If you need to update your membership, please do so.
- b) Join a local or state profession counseling organization (ex: Montana Counseling Association).
- c) Accrue 240 work-related hours.
 - a. A minimum of **40 direct hours** is required. These are face-to-face counseling services provided to individuals, families, or groups. **All client contact must be supervised by a licensed supervisor for a minimum of one hour per week.**
 - b. **One hour** of face-to-face individual or triadic supervision **per 10 hours** of site experience. Supervision hours are counted as indirect hours.
 - c. A minimum of **200 indirect hours**. These hours can include supervision, observations, paperwork, class time, and professional development activities.
 - d. Lead or co-lead a counseling or psychoeducational group in either practicum OR advanced internship. Although CACREP does not specify the number of group hours required, it is recommended that students obtain 10 direct hours.

Reflection Paper

Students will write a 6-8 page reflection paper (excluding title and reference pages) on their cumulative development through internship experience. Although the paper consists of described personal experiences, students may support statements with some additional sources of the textbook or academic literature. The purpose of the writing is to produce a statement of development that includes the evolution of skills, perceptions, personal attributes, professional dispositions, and theoretical perspectives across the clinical experience. Specific example topic areas may include, but is certainly not limited to: applying developmental theory, applying counseling theory, factors that affect human behavior (biological, psychological, social, and systemic), ability to deal with crisis and trauma, and self-care development. Your writing should include a consideration of areas of personal strength and personal limitations. For each area of

development that you reflect on, you may consider how have you developed in this area, how confident you are, how you apply it in practice, how it is different than before the program or at different points in the program, and what remains uncertain or unanswered for you in this area. Your ability to reflect on your clinical experience can highlight clinical competency and identify areas for continuing education and/or professional development. Follow APA guidelines. **Due at the end of the semester. Worth 100 points.**

Rubric – Reflection Paper

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
QUALITY of Information and use of SOURCES to support described experiences. 10%	Used no academic peer-reviewed articles/professional books but some Internet links to provide information.	Used one/two academ. peer-reviewed articles & professional books but also Internet links to provide and partially support information.	Used three/four academic peer-reviewed articles/professional books but also Internet links to provide and support information.	Used five/more academic peer-reviewed articles /professional books to provide and support accurate information.
Practicum Reflection - Relevant to Counseling 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Introduction to the topic - Brief description of Practicum site - View of Human Nature - Conclusion	Integrated concepts from at least 1 cited source to support this section. Addressed the issues below partially and not precisely and clearly: - Introduction to the topic - Brief description of Practicum site - View of Human Nature - Conclusion	Integrated concepts from at least 2 cited sources to support this section. Addressed all of the issues below but not precisely and clear: - Introduction to the topic - Brief description of Practicum site - View of Human Nature - Conclusion	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Introduction to the topic - Brief description of Practicum site - View of Human Nature - Conclusion
Applying Theories of individual & family development across the lifespan (S2.F.3.a) 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Main theory used - Familiarity with basic counseling skills (strengths and areas for improvement)	Integrated concepts from at least 1 cited source to support this section. Addressed the issues below partially and not precisely and clearly: - Main theory used - Familiarity with basic counseling skills (strengths and areas for improvement)	Integrated concepts from at least 2 cited sources to support this section. Addressed all of the issues below but not precisely and clear: - Main theory used - Familiarity with basic counseling skills (strengths and areas for improvement)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Main theory used - Familiarity with basic counseling skills (strengths and areas for improvement)
Biological, physiological factors that affect human behavior (S2.F.3.e) 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Specific populations related to biological factors (age, disability ..)	Integrated concepts from at least 1 cited source to support this section. Addressed the issues below partially and not precisely and clearly: - Specific populations related to biological factors (age, disability ..)	Integrated concepts from at least 2 cited sources to support this section. Addressed all of the issues below but not precisely and clear: - Specific populations related to biological factors (age, disability ..)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Specific populations related to biological factors (age, disability ..)

Systemic and environmental factors that affect human behavior (S2.F.3.f) 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Specific populations related to environmental factors (minority, poverty, adopted child, blended family..)	Integrated concepts from at least 1 cited source to support this section. Addressed the issues below partially and not precisely and clearly: - Specific populations related to environmental factors (minority, poverty, adopted child, blended family..)	Integrated concepts from at least 2 cited sources to support this section. Addressed all of the issues below but not precisely and clear: - Specific populations related to environmental factors (minority, poverty, adopted child, blended family..)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Specific populations related to environmental factors (minority, poverty, adopted child, blended family..)
Counselor characteristics and behaviors that influence the counseling process (S2.F.5.f) 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Individual characteristics, dispositions, and behaviors that influence the counseling process.	Integrated concepts from at least 1 cited source to support this section. Addressed the issues below partially and not precisely and clearly: - Individual characteristics, dispositions, and behaviors that influence the counseling process.	Integrated concepts from at least 2 cited sources to support this section. Addressed all of the issues below but not precisely and clear: - Individual characteristics, dispositions, and behaviors that influence the counseling process.	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Individual characteristics, dispositions, and behaviors that influence the counseling process.
Effects of Crisis/, disasters/trauma (S2.F.3g) 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Effects of crisis/trauma	Integrated concepts from at least 1 cited source to support this section. Addressed the issue below partially and not precisely and clearly:- Effects of crisis/trauma	Integrated concepts from at least 2 cited sources to support this section. Addressed the issue below below but not precisely and clear: - Effects of crisis/trauma	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed the issue below below in a precise & clear manner: - Effects of crisis/trauma
General understanding for interventions (S2.F.3h) 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Professional goals for future counseling practice	Integrated concepts from at least 1 cited source to support this section. Addressed the issues below partially and not precisely and clearly: - Professional goals for future counseling practice	Integrated concepts from at least 2 cited sources to support this section. Addressed all of the issues below but not precisely and clear: - Professional goals for future counseling practice	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Professional goals for future counseling practice
Ethical and culturally relevant strategies for promoting resilience and wellness (S2.F.3i) 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Ethical considerations (cultural relevant strategies for promoting	Integrated concepts from at least 1 cited source to support this section. Addressed the issues below partially and not precisely and clearly: - Ethical considerations (cultural relevant	Integrated concepts from at least 2 cited sources to support this section. Addressed all of the issues below but not precisely and clear: - Ethical considerations (cultural relevant	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Ethical considerations (cultural relevant

	resilience)	strategies for promoting resilience)	strategies for promoting resilience)	strategies for promoting resilience)
The role of supervision in counseling (S2.F.1.m) 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Supervision experience	Integrated concepts from at least 1 cited source to support this section. Addressed the issue below partially and not precisely and clearly: - Supervision experience	Integrated concepts from at least 2 cited sources to support this section. Addressed the issues below but not precisely and clear: - Supervision experience	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed the issue below below in a precise & clear manner: - Supervision experience
Self-care strategies appropriate to the counselor role (S2.F.1.I) 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: - Self-care strategies	Integrated concepts from at least 1 cited source to support this section. Addressed the issue below partially and not precisely and clearly: - Self-care strategies	Integrated concepts from at least 2 cited sources to support this section. Addressed the issue below but not precisely and clear: - Self-care strategies	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed the issue below in a precise & clear manner: - Self-care strategies
ORGANIZATION and PARAGRAPH CONSTRUCTION 5%	The information appears to be disorganized . Paragraphing structure was not clear and sentences were not related within the paragraphs.	Information is organized , but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well.	Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations or details, & concluding sentence.
MECHANICS and Academic LANGUAGE 5%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 6 pages (excluding the title page, abstract, reference pages).	A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than 6 pages or longer than 8 pages (excluding the title page, abstract,reference pages)	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 8 pages (excluding the title page, abstract, reference pages) missing abstract	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 8 pages (excluding the title page, abstract, reference pages).
APA STYLE – SOURCES CITATION Code of Ethics 10%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

Grading:

This course is pass/fail (Pass = 80% or more; Fail = 79% or less). In order to successfully complete this course, you must:

A. Accrue 240 total work-related hours.

B. Complete all assigned work by the due dates.

C. Participate in class, including discussion of text material, demonstration of counseling techniques, and demonstration of professional responsibility (see above).

Grading calculation:

Case Updates
Reflection Paper

50 points
100 points

Case Presentations & Session Recordings	200 points
Demonstration of Counseling Techniques	150 points
Individual Supervision Session	100 points
Attendance and Collaborative Work	100 points
Total:	700 points

<i>Assigning Grades</i>									
GRADE	%	GRADE	%	GRADE	%	GRADE	%	GRADE	%
A	90-100	B	80-89	C	70-79	D	60-69	F	0-59

Failure to complete **all** of the course requirements will result in the students enrolling in an additional 3 credit hours of this course. Students who do not fulfill the 240 work-related hours requirement must enroll for an additional 3 credits hours of practicum each semester until the 240-hour requirement is completed.

THE UNIVERSITY CODE OF ACADEMIC INTEGRITY

This course is conducted in accord with the University's Code of Academic Integrity. If you are unfamiliar with the code, please obtain a copy and adhere to it. It is imperative that you familiarize yourself with the code. Violators will be penalized. Ignorance is no excuse. When in doubt, check with your instructor prior to assignment completion.

“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: use or attempted use of unauthorized material or the work of another student in any academic assignment, paper or examination.

Plagiarism: representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor’s judgment, the student may appeal the instructor’s decision by following the "Academic Related Appeals Process" on page xxi of the UP Catalog.

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic

misconduct will result in more severe sanctions up to and including expulsion.” (*UP Catalog: “Academic Policies”*)

DISABILITY STATEMENT

It is the policy of UP to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If you have a documented disability and would like the professor to make accommodations, visit the Center for Academic Excellence on the first floor of Sullivan Hall to complete the Testing Accommodations Form.

POLICY ON DIVERSITY

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to bear on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, creed, religion, gender, sexual orientation, marital-status, or political ideology.

ACADEMIC SUPPORT CENTERS

This is a great, FREE resource for students.

- Mathematics Center here
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

I encourage you to check out their website for more information.

<http://www.UP.edu/Academics/AcademicSupportCenters/tabid/95/Default.aspx>

COUNSELING SERVICE

The University of Providence also offers within the Academic Success Center mental health counseling on campus. The RENEW Wellness Center is committed to provide high quality counseling and wellness services to help our community achieve their highest potential and discover total wellness. Phone: 406-453-WELL (9355)

<https://www.uprovidence.edu/become-a-student/academic-information/academic-support/academic-success-center/>

The Grid - Goals & Objectives from the University:

Master degree requirement	Competency objectives CACREP Standards	MSC 695 (Practicum): Behavioral/course objectives	Assessment / Measurements
Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications	Ethical standards of professional counseling and applications of ethical and legal considerations in professional counseling (S2.F.1.i)	1.Evaluating and applying ethical and legal standards in clinical mental health counseling (S2.F.1.i)	Class Participation – Discussion and Feedback, Academic Supervision (S2.F.1.i)
	Professional counseling organizations, including membership benefits, activities, and current issues (S2.F.1.f) The role and process of the professional counselor advocating on behalf of the profession (S2.F.1.d)	2.Be involved in professional organizations through memberships and activities (S2.F.1.f)	ACA Membership Card
	Biological, neurological, and physiological factors (S2.F.3.e) and systemic and environmental factors that affect human development, functioning, & behavior (S2.F.3.f) Counselor characteristics & behaviors that influence the counseling process (S2.F.5.f)	4. Analyzing the variety of influencing factors on human development, functioning, and behavior (S2.F.3.e) (S2.F.3.f) (S2.F.5.f)	PAPER Practicum Reflection Influencing Factors on human development, functioning & behavior (S2.F.3.e) (S2.F.3.f)
	Theories of normal and abnormal personality development (S2.F.3.c) Biological, neurological, and physiological factors (S2.F.3.e) and systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f) Essential interviewing, counseling, and case conceptualization skills (S2.F.5.g)	9.Conceptualization of an accurate diagnosis of disorders presented by a client and discussing the differential diagnosis with collaborating professionals (S2.F.3.c) (S2.F.3.d) (S2.F.3.e) (S2.F.3.f) (S2.F.5.g)	PAPER Practicum Reflection Influencing Factors on human development, functioning & behavior (S2.F.3.e) (S2.F.3.f) Presentation of Case Study Influencing factors that affect behavior (S2.F.3.e) (S2.F.3.f) Conceptualization (S2.F.5.g)
	The role of counseling supervision in the profession (S2.F.1.m)	12.Developing the ability to recognize his or her own limitations as a mental health counselor & to seek supervision or refer clients when appropriate (S2.F.1.m)	Class Participation – Discussion and Feedback, Academic Supervision (S2.F.1.m)
	Use of assessments for diagnostic and intervention planning purposes (S2.F.7.e)	14.Appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (S2.F.7.e)	WRITTEN and VERBAL Presentation of Case Study Advocacy processes for clients (S2.F.1.e) Procedures for assessing risk toward others and suicide (S2.F.7.c)

Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study	Theories of individual and family development across the lifespan (S2.F.3.a)	3. Analyzing and applying theories of individual and family development across the lifespan and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (S2.F.3.a)	PAPER Practicum Reflection Theories of individual & family development (S2.F.3.a) Presentation of Case Study Theories of individual and family development (S2.F.3.a)
	Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)	5. Evaluating and applying effective strategies to promote client well-being and understanding the impact of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)	PAPER Practicum Reflection Effects of Crisis/, disasters/trauma (S2.F.3g) Presentation of Case Study Effects of crisis, disasters, and trauma (S2.F.3.g)
	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i) Multicultural counseling competencies (S2.F.2.c)	6. The application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (S2.F.3i) (S2.F.2.c)	PAPER Practicum Reflection Ethical and culturally relevant strategies for promoting resilience and wellness (S2.F.3i) WRITTEN and VERBAL Presentation of Case Study Multicultural competencies (S2.F.2.c)
	A general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h)	7. The ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (S2.F.3h)	PAPER Practicum Reflection General understanding for interventions (S2.F.3.h) VERBAL Case Study Update and VIDEO Framework for interventions (S2.F.3.h) Examination 2 – Paper REBT Project
	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e)	8. Advocating to address institutional and social barriers that impede access, equity, and success for client (S2.F.1.e)	WRITTEN and VERBAL Presentation of Case Study Advocacy processes for clients (S2.F.1.e)
	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)	10. Evaluating and applying procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)	WRITTEN and VERBAL Presentation of Case Study Procedures for assessing risk of danger to others, or suicide (S2.F.7.c)
Reflective Scholarship: Understand the major theoretical perspectives within their field of study	Self-care strategies appropriate to the counselor role (S2.F.1.l)	13. Creating and implementing positive self-care strategies appropriate to the counselor role (S2.F.1.l)	Class Group Work /Self-Care Wellness-Wheel
	Identification of evidence-based counseling practices (S2.F.8.b)	11. Analyzing and applying relevant research findings to inform the practice of clinical mental health counseling (S2.F.8.b)	VERBAL Presentation of Case Study / VIDEO Research findings used for Practice of Counseling (S2.F.8.b)

COURSE OUTLINE AND TENTATIVE CLASS SCHEDULE

Week	Readings	Topics/Assignments Due	CACREP Standard
WEEK 1 Jan 10-Jan 16	Tolan & Cameron Ch. 1	TC: The Theoretical Framework Supervision Agreement Provide proof of liability insurance	(S2.F.5.a.) (S2.F.1.m.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 2 Jan 17-Jan 23	Tolan & Cameron Ch. 2 Article in Moodle	TC: Empathy Student Presentation	(S2.F.5.g.) (S2.F.7.b.) (S2.F.1.f)
WEEK 3 Jan 24-Jan 30	Tolan & Cameron Ch. 3	TC: Empathic Understanding Student Presentation	(S2.F.5.f.) (S2.F.5.g.) (S2.F.7.b.) (S2.F.1.f)
WEEK 4 Jan 31-Feb 06	Tolan & Cameron Ch. 4	TC: Congruence Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 5 Feb 07-Feb 13	Tolan & Cameron Ch. 5	TC: Congruence in Practice Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 6 Feb 14-Feb 20	Tolan & Cameron Ch. 6	TC: Unconditional Positive Regard Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 7 Feb 21-Feb 27	Tolan & Cameron Ch. 7	TC: Psychological Contact I – Basic and Cognitive Contact Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 8 Feb 28-Mar 06	Tolan & Cameron Ch. 8	TC: Psychological Contact II – Subtle Contact Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 9 Mar 07-Mar 13	Spring Break	Enjoy your Break	
WEEK 10 Mar 14-Mar 20	Tolan & Cameron Ch. 9	TC: The Therapeutic Process Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 11 Mar 21-Mar 27	Tolan & Cameron Ch. 10 & 11	TC: Politics, Prejudice, Power and Privilege TC: Client Perception Student Presentation	(S2.F.7.j.) (S2.F.5.h.) (S2.F.3.d.) (S2.F.3.e.) (S2.F.3.f)
WEEK 12 Mar 28-Apr 03	Tolan & Cameron Ch. 12	TC: Beginnings and Ending Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 13 Apr 04-Apr 10	Tolan & Cameron Ch. 13	TC: Managing the Work in an Organisation Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.1.l.)
WEEK 14 Apr 11-Apr 17	Tolan & Cameron Ch. 14 & 15	TC: Professional Issues TC: Edgy and Ethical Issues Student Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.1.i.)
WEEK 15 Apr 18-Apr 24	Tolan & Cameron Ch. 16	TC: Debates and Developments in Practice Reflection Paper Due April 24th	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
WEEK 16		Finals Week	

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