



Marshall University Syllabus

College of Education and Professional Development

Counseling

Course

COUN 608: Practicum in School and Mental Health Counseling

Course Description

The Marshall University Counseling Department welcomes you to the counseling practicum. We are committed to the development of counselors who will provide effective counseling services. Supervised experiential activities are vital to this development. Throughout your training you will participate in a variety of experience-based activities ranging from in-class role-plays to providing counseling services to individual clients. Your practicum experiences are your opportunity to apply your counseling training to real clients. For most counselor trainees, it means "finally" being able to do what you enrolled in your graduate program to do. You will conduct actual counseling sessions. You will attend class and review each case with your site supervisor and practicum class on a regular basis. You will learn how to complete case documentation and practicum content issues. You will learn to critique yourself and become a more skillful counselor.

Credits

3 | Graduate

Prerequisites

COUN 603, COUN 604, COUN 605, and COUN 607

Term/Year

Fall 2022 | August 22 – December 2, 2022

Format (and Meeting Days/Times/Location)

This is a virtual course (VC), live meetings will AUG 23; SEP 6 & 20; OCT 4 & 18; NOV 1, 15 & 29 from 4:30 p.m.-6:50 p.m. (EST) Zoom meeting link is located in Blackboard within the "Live Class Meeting Information," tab.

This course should be completed in one spring term.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Instructor

Jerica Wesley, Ph.D., LPC, NCC, CCTP

Contact Information

- Office: Administration Building, Room 204, South Charleston Campus, 100 Angus E. Peyton Drive, South Charleston, WV 25303
- Office Hours: Virtually, by appointment, please email to schedule or follow the link provided, [Virtual Office Hours Request](#)
- Office Phone: (304) 746-1912
- Marshall Email: jerica.wesley@marshall.edu

Preferred Communication Method and Expected Response Time

Email is my preferred method of communication, but for information pertaining to this course, email should be limited to the email tool in Blackboard ("Messages"). I will do my best to respond to email within 48 hours. However, I do not typically check Blackboard on weekends. If there is an emergency on the weekend, you may use my MU email, but please send the email to both places so I am able to track our interactions when questions arise. Of course, if you have questions that do not pertain to the course, you may use my MU email at any time. If you have a question concerning an assignment, please be sure to send the email within 3 days of the assignment being due so questions may be addressed in an adequate amount of time and detail.

About Me

I am a licensed professional counselor in West Virginia. I have worked as a school counselor, provided mental health services within community and agency settings, and take a special interest in reproductive loss, trauma, grief, bereavement, and systemic issues impacting wellness.

Copyright Policy

Students should be aware that portions of this online course may contain copyright protected material. Distribution outside the confines of this specific course is not permissible.

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies and practices at the start of the Fall 2022 semester include the following:

- Wear a mask inside university buildings, when required. To see the campus current masking status, visit Marshall's COVID-19 Dashboard (www.marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.
- Students will disinfect their personal workspaces and virtual learning hubs with disinfectant wipes provided nearby.
- All members of the Marshall University community are expected to observe all COVID-19 protocols at all times. Students who are unable to follow University requirements due to a disability should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Required Texts and Materials

Ivey, A.E., Ivey M.B., & Zalaquett, C.P. (2022). *Intentional interviewing and counseling* (10th edition). Cengage.

Tevera. Tevera Publishing. Student Membership Field Expanded-Access.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <https://www.marshall.edu/design-center/students/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- [Adobe Acrobat Reader](#) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.

- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](http://www.marshall.edu/it/office365/) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

- [Blackboard Support](http://www.marshall.edu/design-center/support-ticket/) (URL: www.marshall.edu/design-center/support-ticket/)
- Marshall [Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

Course Purpose

This course will provide students with: (1) training in a variety of counseling and therapeutic techniques, including clarification, paraphrasing, reflection, summarizing, interpretation, modeling, open questioning, and others; (2) a structure for effectively conducting therapy; (3) a process of identifying client problems and setting goals in therapy; (4) a process for working through phases of counseling and therapy; (5) training in crisis intervention and crisis management; (6) the use of video and audio taping and/or live demonstrations of initial counseling and therapeutic contacts for supervision purposes and theoretical applications; (7) techniques which help in implementing therapeutic strategies.

Course Objectives/Outcomes

This course will provide students with:

1. opportunity to utilize a variety of counseling and therapeutic skills and techniques, including intentionality, clarification, paraphrasing, reflection, summarizing, interpretation, modeling, open & closed ended questioning, and others;
2. a structure for effectively conducting counseling sessions from opening to termination with diverse client populations;
3. a process of identifying client problems and helping clients set measurable counseling goals in behavioral terms;
5. case conceptualization;
6. opportunity to utilize knowledge of crisis intervention and crisis management;

7. the use of video and audio taping and/or live demonstrations of counseling and therapeutic skills for supervision purposes.
8. will be able to complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks (CACREP Standard Section 3, F).
9. will be able to complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (CACREP Standard Section 3, G).
10. will 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 schedule with a counselor education program faculty member in accordance with the supervision agreement (CACREP Standard Section 3, H).
11. will participate in an average of 1 ½ 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 (CACREP Standard Section 3, I)

Course Competences:

The student will demonstrate:

1. the development of a consistent psychological orientation for use in understanding self and the motivations of clients, as expressed through their behavior, attitudes, beliefs, values, thought and emotional processes;
2. an understanding of the influence of cultural diversity on the counseling process;
3. the initiation and termination of a counseling/therapy session;
4. goal setting strategies with clients through the early, middle, and later stages of the counseling process;
5. the implementation of appropriate theory based techniques for change which reflect consistency with personal theoretical orientation and the needs of the client and the situation;
6. an ability to meet resistance and work through impasses in counseling;

7. record keeping, including session clinic note, individualized treatment plan;
8. appropriate termination techniques/skills and preparation for aftercare and follow-up;
9. understanding of environmental changes necessary to promote the goals of therapy;
10. understanding appropriate referral procedures and techniques to other therapists or agencies.
11. an ability to receive and integrate feedback from peers, instructor, and supervisor into the counseling process
12. an ability to give and receive professional evaluation and feedback

Desired Learner Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	Students will locate a practicum site and then either observe or participate as a lead or co-counselor. Counseling consist of individual, group, family, or others as approved by the professor.	Students will document acquired hours in the logs and have supervisors sign the logs. At the end of the semester the student will submit the logs to the professor. The professor will review the logs during the course of the term.
Students will be able to complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills	Students will locate a practicum site and then either observe or participate as a lead or co-counselor. Counseling consist of individual, group, family, or others as approved by the professor.	Students will document acquired hours in the logs and have supervisors sign the logs. At the end of the semester the student will submit the logs to the professor. The professor will review the logs during the course of the term.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
<p>Students will 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 schedule with a counselor education program faculty member in accordance with the supervision agreement</p>	<p>Before the start of the semester, the student will find a supervisor that will meet the criteria of the standard. The supervisor must be approved by the professor. During the course of the term, the student must ensure that students meet on average for one hour of supervision per week and document the supervision in the logs.</p>	<p>Students will document the supervision in the logs and have the supervisor sign the logs. At the end of the semester the student will submit the logs to the professor. The professor will review the logs during the course of the term.</p>

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will participate in an average of 1 ½ 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 of a student supervisor who is under the supervision of a counselor education program faculty member	Students are required to attend every class for Practicum. Students must also document the supervision hours obtained in class.	Students will document the supervision in the logs. At the end of the semester the student will submit the logs to the professor. The professor will review the logs during the course of the term.

Course Structure

This course is organized in a week-by-week structure. For weeks where we will not be having class, there will be a few more online tasks to complete. In Blackboard, you will find the course content organized by weeks in folders under the "Course Content" tab. When you open the folder, you will find all of the relevant readings you will need to complete for that week, assignments due, and other supplementary resources for you to read/watch/listen to for your enhanced learning benefit. Your folders will not open prior to Monday morning at 9 am on the associated week. The folders will not close, but the assignments due will close one week after the due date. No work will be submitted to an assignment once that window closes unless you have worked something out with your instructor.

Course Requirements and Assignments:

Time Commitment:

This course requires substantial personal initiative and organizational skills. Competent management of one's schedule and commitments is essential. Consider now whether you have the time and resources available to complete this course successfully. "Count the cost" now; anticipate committing **at least 10-15 hours per week to this course.** If you are unable to make this commitment, seriously consider re-registering when your schedule and energy permit you to make the

commitment this course requires. *If you have a serious, life altering emergency, contact me at your earliest opportunity to discuss possible options.*

Tevera:

Tevera is a web-based data management system that the Marshall University Counseling Program uses to collect data for the purpose of assessment, evaluation and accreditation. Tevera is an integral part of all fieldwork courses within the Department. Initial and advanced fieldwork candidates are expected to have an activated Tevera account. Throughout the Practicum & Internship coursework, candidates will complete assignments, assessments & time logs, which require an activated account. There are no exceptions to this policy.

Students are required to purchase and activate Tevera with Field Experience as part of their materials. Tevera is used for students to log their hours and for approved supervisors to complete evaluations of the students' counseling skills. Tevera is a one-time-only purchase that you will have lifetime access to. Once purchased, Tevera must be activated to ensure placement. Students DO NOT need to purchase and activate Tevera a second time, for internship or if they have purchased it for Practicum. Please understand this program is an essential for clinical coursework within the program and course.

Supervision:

Group supervision: CACREP requires the following for group supervision. Group supervision must be at least 21 hours by the end of the semester therefore, group supervision must reflect at least 1.5 hours a week in Tevera. Group supervision is class time and any group supervision activities that are in the BlackBoard classroom.

Individual supervision: CACREP requires the following for individual supervision. Individual supervision needs to be at least 14 by the end of the semester. Individual supervision is time spent in supervision with site supervisors. There must be at least one hour logged each week and documented in Tevera.

Ethics:

Read, abide by, and operate according to the ACA Code of Ethics and or ASCA Code of Ethics. Be prepared to answer questions about the code at any time.

Direct and Indirect Hours:

Students must complete a minimum of 100 counseling clock hours with at least 40 hours of direct counseling services to clients, students, and parents. To maintain a record of your work, use the approved clinical hours log through Tevera.

Site Information:

Student may complete their direct and indirect hours at a site approved by the instructor. Sites may include schools, school-based programs, or alternative special needs educational program sites, such as at a rehabilitation center, juvenile detention center, inpatient occupational training institution, or the like. IT IS IMPORTANT TO DISCUSS WITH YOUR SITE THAT YOU WILL NEED TO

RECORD (AUDIO OR VIDEO) AT LEAST ONE SESSION.

Schedule & Contact Information:

Each student must provide a proposed schedule or tentative schedule of dates and times of work at the practicum site. Provide accurate and complete information for both, a) the student, and b) the site and site supervisor to the Practicum Instructor. This is required before you start your hours.

Liability Insurance:

Each student will provide each site a copy of the University's proof of liability coverage. This document is to be provided to the site supervisor(s) prior to any contact with a client, student, parent, family member, etc. for the purpose of this class.

Memorandum of Agreement (MUAA):

The form is available for students on Tevera. The signed Memorandum of Agreement will be submitted to the Practicum instructor with appropriate signatures. This form must be signed and returned by the end of the first week of class. Hours counted for this class will begin on the date your site supervisor & representative signed the document, but not prior to the beginning of the semester. **Note:** You cannot accrue your hours prior to the start date of the semester.

Attendance and Active Learning:

The importance of your consistent attendance during Practicum cannot be overstated. An unexcused absence from an intake, counseling session, class meeting, or individual supervision session will result in lowering the grade by 10%. **Two or more** absences (excused or unexcused) from an intake, counseling session, class meeting, or individual supervision session will result in failing the course.

A note about in-class participation: I realize that some of you are shy and working or talking on camera is perhaps your worst nightmare. I want to encourage you step out of your comfort zone this semester. If I ask a question in class, venture a guess at least. I won't fault you for a wrong answer, (which for most of our material does not exist) for that is how we learn. I will fault you, however, if you remain silent in class for that tells me you are unprepared. Typically in classes it is the same 3-5 people who do all of the talking and everyone else watches. I don't want this class to be this way because you all need to learn and practice these skills. I want you to ask questions (no such thing as a stupid question except the one never asked), volunteer to role play, try to answer my questions to you. If I see a pattern of non-participation for one or more class periods, I will have to take away participation points.

Reflective Prompts:

Students will write the process of being in practicum and working with clients throughout the semester. Specifically, the prompts will highlight your thoughts,

feelings, and beliefs about the experiences. Prompts are not a recap of the weekly events but more about the experience of being a counselor and working with clients and what have you noticed about yourself in this process. Reflective prompts will be provided to facilitate this process.

Readings:

Students will be assigned reading during the course of the class. These readings will assist in the development of your skills and in the class discussions and processes. This is required reading and students must complete this material before attending each class. Supplemental readings and course materials can be found in each week's folder.

Practicum Goal Sheet:

Students will submit a short response to the questions listed on the Practicum Goal Statement sheet.

Article Discussion on Ethics:

You will select an article (peer-reviewed) and lead a brief discussion highlighting an ethical topic of your choice, how it pertains to the counseling profession, and implications for practice.

Case Presentation:

Each student is required to formally present *at least one* case for review and discussion during group supervision. As time allows, additional cases may be presented either formally or informally as requested by the instructor. A written case presentation report will be typed and handed out to the group supervisor and all class members to accompany the presentation. The format for the report can be found in the appendix section. Ensure that the identity of the client is not distinguishable on the written report. After the presentation the group will participate in peer supervision and provide feedback.

Video Skill Demonstration:

Students are to create two videos highlighting their counseling skills and skill progress throughout the semester. Student will demonstrate the utilization of a variety of counseling and therapeutic skills and techniques, including intentionality, clarification, paraphrasing, reflection, summarizing, interpretation, modeling, open & closed ended questioning, and others. Role playing is acceptable for this assignment. If you have the opportunity, and permission (A completed permission to audio or video tape form must be completed), working with clients will provide the best learning opportunity.

LivingWorks Start Training:

Start is a 60- to 90-minute, online, self-paced, interactive training program that will provide the skills and knowledge needed to keep family, friends, coworkers, and others safe from suicide. Students must complete the training within 60 days from enrollment in the online module and upload documentation of completion by the due date indicated on the course schedule.

Practicum Paperwork Portfolio:

There is a substantial amount of paperwork being asked of you to keep up with and submit at the appropriate times. Those will be thoroughly explained in the first class meeting. Failure to submit the preliminary paperwork will delay the accrual of hours at the outset of your Practicum so it is imperative that this is submitted in a timely manner. Failure to submit the final paperwork prior to the last class day may jeopardize your credit for the course so you need to be sure you have it completed, signatures included where appropriate, and submitted on time to avoid any angst about your success in this Practicum. Please exercise due diligence to note what needs to be completed and the due dates for those items so that you don't find yourself in that precarious position. In addition to the steps and documentation necessary to begin practicum experiences students are to ensure submission of the following in Tevera: License and certification requirements, Ethical standards (SC or CMH), CSDA mid-term evaluation, CSDA final evaluation, Mid-semester evaluation by site supervisor, Final evaluation by site supervisor, submission of time logs for weeks 1-15 (submitted every two weeks), and submission of the final time log.

Note: Hours may not begin prior to the start of the semester (August 22, 2022) in which the student is enrolled or without all required paperwork completed. All final paperwork should be submitted by the last class day which is Friday, December 2, 2022. You will need to plan your hours to have them completed prior to that date. If it becomes evident that meeting this deadline is impossible, for some reason, you will need to notify your professor as soon as possible to make arrangements for how to proceed. If you complete your hours prior to the end of the semester, you are expected to continue working at your site and attending all supervision and class sessions until the semester is completed. 100 hours is the minimum requirement needed for this clinical experience.

Course Policies

By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy

As stated above, you are expected to attend class, on time, and stay through the duration of the class meeting. Any need to be late or leave early needs to be communicated to the professor before class begins, preferably before the day class meets. If you get stuck in traffic or detained at work, etc., please communicate that to me as soon as you know you will be late. If you have left me an email, even if I don't get to read it until after class, I will still have the record that you tried to contact me. If you know a classmate and can text them, they can also relay the message.

Online Communication Expectations

It is expected in this class, and any class with an online presence, that you will conduct yourself with respect, professionalism, and appropriate decorum in class and online. This will be evidenced by:

- A respectful tone of voice in class, or tone in writing toward professor and classmates (for example: using all caps in written work is considered yelling in online environments)
- A willingness to speak, but also listen to the opinions/observations of others
- A willingness to give and receive appropriate feedback from peers and professor
- A sensitivity to cultural, religious, and ideological differences and a willingness to hear and be heard in spite of those differences.
- A healthy management of emotion and tone when a disagreement arises.

On the whole, the primary term that you will need to keep in mind is respect. You do not have to agree with your peers to show them respect, nor do they have to agree with you to earn your respect. It is fine to crack a joke or tell a funny story, but not at the expense of someone who may or may not be in the room (telling a story about someone who has a lisp, for example, not knowing someone in the room may have or have overcome a lisp, for example). Sensitivity and professional attitude will help to keep this at bay as much as possible.

Guidelines for Establishing Your Personal Learning Space

Please read the following guidelines for meeting live using videoconferencing to connect with live/synchronous class meetings:

1. While you didn't have to drive to an actual classroom, your personal/ virtual learning space needs to be formulated in a professional manner. Your personal learning space is your 'chair/desk' in the classroom. *At times, classroom exchanges involve confidential and sensitive information, role-plays, topics and language that should be done in a discreet/private setting.* In other words, children, pets, TVs/radios, cellphones, and other potential distractions should be addressed prior to class sessions and their potential interference during the class be minimized. In other words, your virtual class participation should mirror actual live class participation. Be seated. Picking up your mobile device and moving while the video and audio are connected to the class session is distracting. Be comfortable, however, do not be lying on a bed or couch. This is very distracting to your professor and classmates.
2. Log in at least 10 minutes early to the class. This allows you to check for technical issues. Make sure that the video and microphone are working prior to joining the class.
3. Your video/camera and audio/microphone must be on to participate. Be sure to position your device camera to provide a clear view of your entire face. Partial headshots are distracting. **CAMERAS MUST REMAIN ON AT ALL TIMES OR YOUR COURSE GRADE CAN BE AFFECTED. **JOINING IN WHILE DRIVING DOES NOT ALLOW FOR FULL PARTICIPATION and IS DANGEROUS. – DO NOT LOG IN TO CLASS WHILE DRIVING. I STRONGLY RECOMMEND USING AN ETHERNET CONNECTION FOR BETTER STABILITY WITH YOUR INTERNET. WIFI CAUSES DISTRUPTIONS WITH TRANSMISSION SIGNALS.**
4. Mute your microphone if you are not talking. This eliminates and/or minimizes background sound feedback.

5. *Make sure you devote your full attention to the class and who is speaking. It is the same as being present in a live classroom. Your professionalism is appreciated.*

Self-Care

Courses in counseling can cover some sensitive subjects at times. If your experience in this course raises issues of concern for you, you can contact your instructor for guidance or consider connecting directly with the Marshall University Counseling Center by contacting (304) 696-2269 or e-mail counselingcenter@marshall.edu

Grading Policy

Progress in this course will be graded on different competency areas, completion of assignments, completeness of the student portfolio & class attendance. Each student must complete 80% or higher of the course requirement to complete this course. Since this is a practicum course, make up is not practical and you must complete the required number of supervised hours & demonstrate reasonable skills and competences expected of a student in this course level.

The following elements will be the expected competencies: COUN 608: Practicum

1. Counseling skills and abilities
2. Professional Responsibility
3. Interpersonal (Maturity and Integrity)
4. Academic

Grading information:

Practicum is now graded on a Credit (CR) or No Credit (NC) grading scale. All discussions, assignments, hours, etc. are required in this course. Each one has a point value and a letter grade indicated in the classroom. The total points/letter grade must be a B or better to receive CR in the course. If a letter grade of C or below is attained in the course, student will need to repeat the course and all hours during another semester.

Assignment point values:

The following point values will be possible for each of the assignments you will submit for this course:

Assignment	Points Possible
Active Learning and Participation (25 pts x 8 meetings)	200 points possible
Reflection Prompts (25 pts x 6 entries)	150 points possible
Practicum Goal Sheet	25 points possible
LivingWorks Training	40 points possible
Case Presentation	25 points possible
Article Discussion on Ethics	50 points possible

Video Skill Demonstration (2)	110 points possible
Final Course Reflection	50 points
Complete Practicum Paperwork Portfolio in Tevera	100 points possible

Total Points Possible 750 points

To complete this course you must earn 80 % or higher (600 points or higher to receive course credit).

Late Work Policy:

It is expected that all assignments will be submitted on time according to the due date posted for each assignment and should be submitted to the correct location(s) within the course. Due dates are published to students, via the syllabus and the course schedule, in Blackboard. It is your responsibility, as a student, to keep up with your own deadlines and be certain that your assignments are prepared with plenty of time to account for technology failures, power outages, etc. If you know something may happen (visitors from out of town, scheduled travel that cannot be changed, etc) that would prevent your ability to submit the assignment by the due date, you need to plan to submit it early. You are given your assignments and deadlines well in advance. It is always better to submit an item early than wait until the last minute and have unexpected problems arise.

All assignment dropboxes where you are expected to submit your written assignments can be found under both the "Assignments" tab in your course menu as well as linked in the weekly folder in which it is due (NOTE: your video dropbox has its own menu tab). If the link to the dropbox is missing in the weekly folder, use the Assignments tab (or video tab) to locate the dropbox.

An assignment is late after 11:59 p.m. Eastern time on the due date. Submitting an assignment in an unacceptable format (anything other than a .docx or .pdf or a video file type other than those listed in the assignment above) and/or to the wrong place in Blackboard, even if it is submitted prior to the due date, will be considered late unless you contact me to fix it before the due date.

Note: Some assignments may contain multiple parts. Be certain you have submitted all parts by the due date or the entire submission will be considered late.

Assignments where all or part of the assignment were submitted late will be docked 10% of the total points possible per day unless you have communicated with me with an appropriate reason as to why it is late.

Even if you have communicated a reason, late submissions will be docked 5% of the total points possible per day it is late. If you know something may happen that would prevent your ability to submit the assignment on the due date, you need to make arrangements to submit it early. Your professor retains the right to waive this policy in extenuating circumstances. If such an event happens, the waiving of this policy will be applied to all members of the class equally.

Important things to remember about submitting your work:

- Read the assignment instructions and rubrics before completing your assignment
- Be certain that you know whether this assignment will be submitted via attachment or copy/paste.

- Submit your work to the correct dropbox and in the correct format (attached or copied into the text box) prior to the due date.
- If you accidentally submit to the wrong place, contact Dr. Wesley to fix it prior to the due date.
- Be certain you have submitted all possible pieces of the assignment (e.g. video, analysis, and critiques) before the due date.

Anticipated Response Time for Grading and Feedback

Your instructor will make every effort to have your assignment feedback to you within 7-10 days, but will strive to have it to you in a week's time if at all possible. From time to time, there will be things that can get in the way of this timeline. This will be communicated to you if there is an expected delay in receiving your feedback. Feedback for session recordings will be returned within 10-14 days.

When you receive your feedback, the expectation is that you will read/listen to it and will take action to put that feedback to use on the next assignment of that kind that you submit.

Inline grading feedback – when a written assignment is attached to a dropbox, the assignment will be graded via the inline grading technology in Blackboard. There will likely be comments left on your papers to show the exact place in the paper where the problem was found.

Rubrics

All assignments will have a rubric attached to it by which it will be evaluated. It is highly to your advantage to read these ahead of time when beginning your assignment as it will help guide your work to make sure you are meeting the criteria being assessed. When you access these rubrics, located in the appendices as well as Blackboard, be aware that there may be feedback both in the individual criteria panes and in the comments at the bottom.

If you are unclear about your grade, do not email your instructor until you have read/heard the feedback thoroughly. Then you may email with questions.

Evaluation Criteria

Each assignment type that you will complete and submit in this course will have its own assigned rubric. These rubrics are available to you from the beginning of the semester in the "Course Documents."

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy

- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section, Students with Disabilities. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign into your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Fall 2022 Course Schedule

COUN 608: Practicum

NOTE: Syllabus and calendar subject to change. Changes will be communicated via Blackboard Announcements and/or correspondence via University email. Unless noted, assignments are due the Sunday reflected on the due date by 11:59 p.m. EST

Week	Topic	Reading(s)	Tasks & Assignment(s) Due
Week 1 August 22 - 28	Introduction, overview of course, expectations.	ACA Code of Ethics, ASCA Code of Ethics, Multicultural Social Justice Competencies	<ul style="list-style-type: none"> • Live Class Meeting • Review of syllabus and course expectations • Practicum Goal Sheet • Tevera: License and Certification Requirements, Ethical Standards (for SC or CMH)
Week 2 August 29 – September 4	Ethics and multicultural competence	Ch. 1-2	<ul style="list-style-type: none"> • Tevera: Submit time logs for weeks 1-2 • Reflective prompt #1
Week 3 September 5 - 11	Ethics - Managing cases, tx planning, case conceptualization and documentation	Appendix II	<ul style="list-style-type: none"> • Live Class Meeting • Article Discussion on Ethics
Week 4 September 12 - 18	Therapeutic relationship building	Ch. 3-4	<ul style="list-style-type: none"> • Tevera: Submit time logs for weeks 3-4 • Video Skill Demonstration – Classmate • Reflective prompt #2
Week 5 September 19 - 25	Questions and active listening	Ch. 5-6	<ul style="list-style-type: none"> • Live Class Meeting • Case Presentation
Week 6 September 26 – October 2	Session structure	Ch. 7-8	<ul style="list-style-type: none"> • Tevera: Submit time logs for weeks 5-6 • Tevera: CSDA Mid and Mid Semester Eval by Site Supervisor • Reflective prompt #3
Week 7 October 3 - 9	Confrontation	Ch. 9-10	<ul style="list-style-type: none"> • Live Class Meeting • LivingWorks Training
Week 8 October 10 - 16	Meaning making	Ch. 11	<ul style="list-style-type: none"> • Tevera: Submit time logs for weeks 7-8 • Reflective prompt #4
Week 9 October 17 - 23	Action skills	Ch.12	<ul style="list-style-type: none"> • Live Class Meeting • Case Presentation

<p>Week 10 October 24 - 30</p>	<p>Theory and Practice</p>	<p>Ch. 13</p>	<ul style="list-style-type: none"> • Tevera: Submit time logs for weeks 9-10 • Reflective prompt #5 <p>Note: Friday, October 28th is the last day to withdraw from an individual course.</p>
<p>Week 11 October 31 - November 6</p>	<p>Skill integration</p>	<p>Ch. 14</p>	<ul style="list-style-type: none"> • Live Class Meeting • Video Skill Demonstration - Client
<p>Week 12 November 7 - 13</p>	<p>Crisis intervention and management</p>	<p>Supplemental readings and materials in Bb</p>	<ul style="list-style-type: none"> • Tevera: Submit time logs for weeks 11-12 • Reflective prompt #6
<p>Week 13 November 14 - 20</p>	<p>Self care</p>	<p>Supplemental readings and materials in Bb</p>	<ul style="list-style-type: none"> • Live Class Meeting • Tevera: CSDA Final and Final Eval by Site Supervisor
<p>Week 14 November 21 - 27</p>	<p>Enjoy Fall Break 😊</p>		<p>Tevera: Submit time logs for weeks 13-14</p>
<p>Week 15 November 28 - December 2</p>	<p>Course closeout</p> <p>Note: all materials are due by Friday, December 2nd</p>		<ul style="list-style-type: none"> • Live Class Meeting • Final Course Reflection • Case Presentation • Tevera: Submit Final Time Log & Final Student Evaluation of Placement Site • Complete Course Evaluation

Appendix A: Practicum and Internship Requirements

Practicum and Internship Requirements

1. Read and understand the ACA and/or ASCA Code of Ethics.
2. Obtain Liability Insurance. CACREP standards require that students must obtain an individual policy for liability insurance.
3. Complete all the required forms.
4. All hours must be accrued and documented during the semester in which the student is enrolled.

Practicum- Students must complete a minimum of 100 counseling clock hours with at least 40 hours of direct counseling services to clients, students, teachers or parents.

School counseling students must complete their 100 hours at a school site, school-based program, or alternative special needs educational program sites, juvenile detention center, alternative school, or like. Clinical Mental Health students must complete their 100 hours at an agency, vocational rehab, hospital, private practice, or residential treatment site (if in doubt about your site, ask).

5. Provide accurate and complete contact information in Tevera related to your contact information and your site supervisor's information.
6. Participate in a mid-term and final student performance evaluation by the site supervisor. This will be completed via Tevera.
7. Participate in a mid-term and final student performance evaluation by the Practicum or Internship faculty supervisor (the Counseling Student Developmental Assessment –CSDA).
8. Complete a final evaluation of the Practicum or Internship sites at the end of the semester for each site where hours were completed using Tevera.

****Students will be graded on a credit received/no credit grading system***

Appendix B: Video Grading Rubric

Video Grading Rubric

Criterion	Exemplary	Accomplished	Developing	Beginning
Ethical Considerations	Counselor candidate shares limits of confidentiality and duty to warn at beginning of session and explains it accurately with consideration of developmental stages of client.	Counselor candidate shares limits of confidentiality and duty to warn at beginning of session. Explanation is less clear or does not consider developmental stages of client.	Counselor candidate shares limits of confidentiality and duty to warn at beginning of session, but miss important elements. Explanation is not clear or does not consider developmental stages of client.	Counselor candidate shares limits of confidentiality and duty to warn in session, but information is not clear or essential information is missing.
	5 points	3 points	2 points	1 points
Verbal Communication	<p><i>At least five of these verbal communication skills are present in session:</i></p> <ul style="list-style-type: none"> • Avoiding why questions • Using clarifying statements • Using reflection of feeling • Using summaries and paraphrasing • Use of verbal encouragers (uh-huh) 	<p><i>Four verbal communication skills are present in session:</i></p> <ul style="list-style-type: none"> • Avoiding why questions • Using clarifying statements • Using reflection of feeling • Using summaries and paraphrasing • Use of verbal encouragers (uh-huh) 	<p><i>Three verbal communication skills are present in session:</i></p> <ul style="list-style-type: none"> • Avoiding why questions • Using clarifying statements • Using reflection of feeling • Using summaries and paraphrasing • Use of verbal 	<p><i>Two verbal communication skills are present in session:</i></p> <ul style="list-style-type: none"> • Avoiding why questions • Using clarifying statements • Using reflection of feeling • Using summaries and paraphrasing

	<ul style="list-style-type: none"> • Client speaking more than counselor • Included homework or future goals in wrap-up 	<ul style="list-style-type: none"> • Client speaking more than counselor • Included homework or future goals in wrap-up 	<ul style="list-style-type: none"> • encouragers (uh-huh) • Client speaking more than counselor • Included homework or future goals in wrap-up 	<ul style="list-style-type: none"> • Use of verbal encouragers (uh-huh) • Client speaking more than counselor • Included homework or future goals in wrap-up
	10 points	12 points	8 points	5 points
Nonverbal Communication	Body language is open and sets positive tone for counseling that is free of distractions and communicates listening skills. Appropriate tone of voice, use of silence, eye contact is used throughout session.	Body language is open and sets positive tone for counseling that is free of distractions and communicates listening skills. Appropriate tone of voice, use of silence, eye contact is used during majority of session.	Body language is open and sets positive tone, but some distractions are present in the counseling session. Appropriate tone of voice, use of silence, eye contact is inconsistent in session.	Body language is closed in posture and distractions are present in counseling session. Appropriate tone of voice, use of silence, eye contact is limited in session.
	10 points	8 points	6 points	4 points
Application of Intervention	Intervention and the use of theory was evident in the tape and during the session. The intervention and the use of theory were implemented accurately.	Intervention and the use of theory was somewhat evident in the tape and during the session. The intervention and the use of theory were implemented mostly accurate.	Intervention and the use of theory fits the situation and issue. However, the intervention and theory were implemented inconsistently.	Intervention and theory does not fit the situation or issue. The intervention and theory were implemented incorrectly or were not evident.

	15 points	12 points	8 points	4 points
Self-critique	Self-critique form is complete and Self-critique reflection paper includes all of the required elements, providing a thorough analysis of performance.	Self-critique form is complete and Self-critique reflection paper includes all of the required elements, but analysis is not thoroughly explained.	Self-critique form is complete and Self-critique reflection paper includes at least four of the required elements.	Self-critique is incomplete and Self-critique reflection paper includes two or less of the required elements.
	10 points	8 points	5 points	0 points
Timeliness and Submission Requirements	Video meets 10-15 minute minimum length requirement and was submitted on or before the due date.	Video meets 10-15 minute minimum length requirement, but was a day late.	Video is less than 10 minutes in length OR submitted more than a day late.	Video is less than 8 minutes in length or more than five days late.
	5 points	3 points	2 points	0 points

Appendix C: Self-critique for tapes and skill demonstrations

SELF-CRITIQUE FOR TAPES

Student Counselor Name:

Tape Rubric Score: (grade yourself using the rubric – 55 points possible) _____

Please use the following format when doing the self-critique for each taped session. This will help you stay focused during the session and also help you self-evaluate your tape. In addition, this will help me understand some of the background of the student that sometimes can't be heard during your tape. Please make sure that your name is listed and you have used the Tape Grading Rubric to score your tape and list it above.

Client's Age/Grade Level:

Personal/Family History:

Client's Academic History:

Strengths Assessment: What are the current strengths of this client? Of the family?

Presenting Problem: Describe the presenting problem. How did the client come to your attention?

Client's Primary Defense Mechanism: What is the pay-off for the client's current problem; what does it do FOR them to have this problem? Describe the defenses in client's personal life: What keeps the client from changing?

Case Conceptualization: Now that you have collected information, integrate your insights with your counseling theory. Using the terms of your theory of choice or use the terms related to the Solution Focused Approach or Impact Therapy, how would you describe the clients's problem/situation? What are the themes that you will focus on in your counseling?

Goals: What are your goals? What are the client's goals?

Interventions: Based on your theory, your conceptualization of themes, and yours/the client's goals, what actions/strategies will help the client achieve their goals?

Progress: Describe how you are monitoring the client's progress toward goals and describe how effective your interventions have been.

Follow-up: How did you or how will you follow up with this client to assess the progress that he or she has made?

Counselor strengths in this session:

Areas for counselor improvement:

Desired Feedback from Instructor: What feedback would you like to have from your instructor(s), supervisor(s), and peers?

Appendix D: Reflective Prompt Rubric

Please use the following rubrics as a guide when writing postings. The rubrics contain those necessary elements to think about and apply in your assignments and postings. It allows you to check over your work and critically think about what you have written.

Reflective Prompt Rubric

GRADUATE DISCUSSION RUBRIC	BEGINNING LEVEL 1	DEVELOPING LEVEL 2	ACCOMPLISHED LEVEL 3	EXEMPLARY LEVEL 4
Foundation of knowledge	Learner tries to explain some concepts but overlooks critical details. Assignment appears vague or incomplete in various segments. Learner presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	The discussion reveals that the learner has a general, fundamental understanding of the course material. There are areas of some concern in the linkages provided between facts and supporting statements. Learner generally explains concepts, but only meets the minimum requirements in this area.	Learner exhibits above average usage of subject matter in discussion. Learner provides above average ability to relate course content to examples given. Details and facts presented provide an adequate presentation of learner's current level of subject matter knowledge.	Learner demonstrates proficient command of the subject matter in the discussion. Post shows an impressive level of depth of learner's ability to relate course content to practical examples and applications. Learner provides comprehensive analysis of details, facts, and concepts in a logical sequence.
Application of knowledge (critical thinking skills)	Learner demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Learner presents confusing statements and facts in assignment. No	Learner takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, learner presents a limited perspective on key concepts throughout assignment. Learner appears to have	Learner exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Discussion demonstrates the learner's above average use of relating concepts by using a variety of factors.	Learner demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Learner

	evidence or little semblance of critical thinking skills.	problems applying information in a problem-solving manner.		provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Learner presents a genuine intellectual development of ideas throughout assignment. In addition, the learner generates discussion with at least 2 classmates (if required).
Grammar, Language Mechanics and Writing	Discussion contains instances of colloquial, non-professional writing and/or grammatical and spelling errors sufficient to detract from communication of ideas.	Discussion contains some instances of colloquial, non-professional writing, is moderately lacking in organization, and contains a moderate number of grammatical and spelling errors.	Discussion is written in a professional style, is well-organized using headings and sub-headings to guide the reader, and contains only minor and infrequent grammatical and spelling errors.	Discussion is written in a professional style, is well-organized using headings and sub-headings to guide the reader, and is free of grammatical and spelling errors.

Appendix E: Assignment Rubric

Assignment Rubric

GRADUATE PAPER RUBRIC	BEGINNING LEVEL 1	DEVELOPING LEVEL 2	ACCOMPLISHED LEVEL 3	EXEMPLARY LEVEL 4
Foundation of knowledge	Learner tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Learner presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	The assignment reveals that the learner has a general, fundamental understanding of the course material. There are areas of some concern in the linkages provided between facts and supporting statements. Learner generally explains concepts, but only meets the minimum requirements in this area.	Learner exhibits above average usage of subject matter in assignment. Learner provides above average ability to relate course content to examples given. Details and facts presented provide an adequate presentation of learner's current level of subject matter knowledge.	Learner demonstrates proficient command of the subject matter in the discussion. Assignment shows an impressive level of depth of learner's ability to relate course content to practical examples and applications. Learner provides comprehensive analysis of details, facts, and concepts in a logical sequence.
Application of knowledge (critical thinking skills)	Learner demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Learner presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	Learner takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, learner presents a limited perspective on key concepts throughout assignment. Learner appears to have problems applying information in a problem-solving manner.	Learner exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Writing demonstrates the learner's above average use of relating concepts by using a variety of factors.	Learner demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Learner provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Learner

				presents a genuine intellectual development of ideas throughout assignment.
Research Skill (when sources are required for the assignment)	Learner fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the learner's need for additional help or training in this area. The assignment is not of acceptable quality for graduate-level work.	Assignment provides a basic, but borderline perspective of learner's research abilities.	Learner achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment.	Learner provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by learner contributes significantly to the development of the overall thesis. Learner incorporates a variety of research resources in the preparation of the assignment.
Grammar, Language Mechanics and Writing	Paper contains instances of colloquial, non-professional writing and/or grammatical and spelling errors sufficient to detract from communication of ideas.	Paper contains some instances of colloquial, non-professional writing, is moderately lacking in organization, and contains a moderate number of grammatical and spelling errors.	Paper is written in a professional style, is well-organized using headings and sub-headings to guide the reader, and contains only minor and infrequent grammatical and spelling errors.	Paper is written in a professional style, is well-organized using headings and sub-headings to guide the reader, and is free of grammatical and spelling errors.
APA Style and Formatting	There are major errors in overall APA style and in-text and reference list citations formatting. Assignment reveals formatting errors and a lack of organization. Learner presents an incomplete attempt to provide linkages or explanation of key terms.	There are a moderate number of errors in overall APA style and in-text and reference list citation formatting. Learner uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern	Overall APA style is accurate, but minor errors exist in in-text and reference list citation formatting. Learner demonstrates a good skill level in formatting and organizing material in assignment. Learner presents an above average level of preparedness, with	Document is presented in accurate APA style. In-text citations are used where needed and formatted appropriately. Reference list is provided with all items in accurate APA format. Overall format of assignment includes well- developed paragraphs and conclusion. Finished assignment

		of logical sequencing.	few formatting errors.	demonstrates student's ability to plan and organize research in a logical sequence.
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Appendix D: Case Presentation Report Sheet

Case Study Presentation Sheet for Clinical Experiences

Client Pseudonym _____ Date _____

Counselor Name _____

Instructor _____

Dates client has been seen by counselor thus far:

1. Demographic description of client

Describe the client in terms of age, gender, cultural background, race, socioeconomic status, sexual orientation, religion, occupation/grade level, marital/family status, education

2. Presenting problem

Indicate referral source (e.g., parent, teacher, dean, resident director, self).

One to two sentences about what brought the client to counseling. If the referral source is someone other than the client – state the referral sources rationale, as well as the client’s view of the reason to attend counseling.

3. Interview affect, behavior, and mental status How does the client appear to you (grooming, dress, voice, tone, mood)? Has this been consistent or changed throughout sessions?

4. History Present the history as objectively as possible. Facts may be collected from various sources – the client her/himself, significant others, records, referral sources. Let the facts speak for themselves. Do not interpret them. Use verbatim quotes from the client and others with knowledge of the client to capture significant statements.

a. History of presenting problem Estimated date of onset, concurrent events, intensity, frequency, changes in symptoms. How long has this been going on? How often? Magnitude? Use quotes.

b. Family history Past and present. Include marital status of parents and any dates of family structure changes or deaths. Include a description of relationships with family members, living arrangements, parents’ occupations, genogram. Include statement affirming/denying substance abuse, physical abuse or sexual abuse among family members, if appropriate.

c. Social relationship history Past and present. Include a statement affirming/denying any unwanted sexual experience, physical abuse, trouble with police. How are relationships with friends, peers, coworkers, teachers? How were they before the onset?

d. Academic/work history Past and present. What was/is school like? Academic aspirations? How was experience and performance before the onset? e. Medical history Past and present medical conditions, hospitalizations, prescription medicines, problems with eating, sleeping, weight control, alcohol and substance abuse. When was the last physical? f. Counseling history For what issue(s)? Was this voluntary or involuntary? List provider names, addresses, dates of service. Include self-help groups like AA. Was permission attained to retrieve previous records – incorporate a summary of experiences.

5. Assessment/Diagnosis

Provide your understanding of the client's problem based on an interpretation and synthesis of the information assembled on the client. In making your assessment/diagnosis include impressions of client strengths and weaknesses, dimensions of affective, cognitive, behavioral, and systemic issues and your concerns for the client. Give rationale by using the facts to justify your definitions of the problem. Use theory (including developmental and socio-cultural frameworks) to frame your discussion.

6. Treatment Plan/Recommendations

Based on the assessment and theory and practice related to client issues, how would you go about treating the client – What ought to be done, by whom, for how long?

- a. What are the goals for counseling? Process? Outcome?
- b. What methods should be incorporated? What type of interventions will be used? What is the likely outcome if followed? Individual counseling, group counseling, etc.? What is the theoretical basis for interventions (affective, behavioral, cognitive)?
- c. What adjunct services could be utilized? Who else could be involved in working with the client (school nurse, teacher, special education teacher, gay and lesbian support group, etc.)
- d. What are relevant ethical and legal considerations regarding client, assessment, and plan?
- e. What is prognosis (favorable, marginal, good, excellent, etc.)? What makes you think so? f. What evidence will you collect to determine outcome?

Appendix F: Practicum Goal Statement Sheet

Practicum Goal Statement

Name: _____

Date: _____

Site: _____

Self-Evaluation of Counseling Skills:

Strengths:

Weaknesses:

Which particular counseling skills are you developing and looking to refine at this time?

Your goals for this clinical experience:

How will you know whether or not you have accomplished these goals?

Appendix: G

Practicum Information Sheet

Name: _____

Address: _____

Email: _____

Phone: _____

Practicum Site: _____

If this is a **school site**, please complete the following:

School: Elementary ____ Middle ____ High ____ District: _____

State _____

Address: _____

Phone: _____

Supervisor Name: _____

Supervisor Email: _____

If it is a **clinical mental health site**, please complete the following:

Address: _____

Phone: _____

Supervisor Name: _____

Supervisor Email: _____

Both complete Practicum Schedule:

M____ T____ W____ TR____ F____ S____ Su____

Times: _____