



## **PRACTICUM IN COUNSELING COUN: 5065**

### **I. Contact Information**

**Instructor: Miranda King, LPC**  
**Phone Number:**  
**Email Address: mking@ulm.edu**  
**Office Location: Zoom online**  
**Office Hours: By appointment only**

**Preferred mode of communication with professor: text/ULM email**  
**Preferred mode of communication with other students: text/ULM email**  
**Credit hours: 3**

**Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).**

- II. COURSE DESCRIPTION:** In this online course, instruction and supervision are via teleconferencing through Zoom. Students provide screening, intake, assessment, and counseling for clients at approved sites. Students may need to cover vocational, educational, personal, school, and family issues as needed with each client to help overcome personal issues. Students will perform counseling under site supervision in their intended occupational setting, a university practicum supervisor, and an Internship student.

**Rationale:** The possession of counseling skills and the ability to apply them is of critical importance to a counselor. This is where students move their theory into practice. Counselors must possess special skills and insight to be effective and beyond that, application must be driven by and consistent with the counselor's personal theory of counseling. This course will allow students to apply theory and technique learned in the classroom. This course, and the total program curriculum of which it is a part, is accredited by the Council on the Accreditation for Counseling and Related Educational Programs (CACREP). As such, it is to be taken in its proper sequence to maximize learning through the ULM Interactive Learning Model. This course is an advanced level course. The pre-requisite courses and/or learning experiences are stated in the Practicum Application.

### **III. Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and

inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

- IV. EMERGENCY:** In the event of a crisis or to prevent a future crisis, contact your site supervisor and faculty supervisor at their given phone numbers.

Even if you have notified your site supervisor or the situation is no longer a crisis, it is important for your university supervisor to be informed.

- V. COURSE PREREQUISITES/COREQUISITES:**

Prior to enrolling in Practicum, student must have successfully completed COUN 5001,5005,5010, 6063,6067,5022,6052,5062,5021,5011 and the Summer Workshop.

- VI. INSTRUCTIONAL METHODS:** Lecture, individual supervision, group supervision, site supervision and/or supervision via videoconferencing, review of written documentation, and formal evaluation at the end of the semester.

## VII. Course Content, Objective, CACREP Standards, and KPI

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### Content Areas

Practicum is designed to refine counseling and interviewing skills and to develop new skills, including individual, couple, family, and group counseling skills. Through effective use of individual/triadic and group supervision, the student is expected to expand his or her repertoire of counseling techniques and interpersonal relationship skills.

#### **This course is designed to enable students to:**

- A. Understand the basic principles of human growth, development, wellness, prevention, and learning and how these principles facilitate the learning and counseling process when working with clients;
  - B. Demonstrate a clear and concise understanding of a, evidenced-based counseling theory;
  - C. Demonstrate basic counseling skills and techniques appropriate when working with clients; including assessing for addiction, aggression, self-harm, harm to others, suicide risk, etc.
  - D. Demonstrate a knowledgeable understanding of one or two theories beyond working with clients;
  - E. Demonstrate an understanding of multicultural issues in counseling; effectively utilize counseling strategies with diverse populations in working with groups and individuals; in school settings know and implement collaboration models for crisis/disaster preparedness and response, and the use of assessments to promote the academic, career, and personal/social development of students
  - F. Establish and maintain counseling relationships consistent with the Ethical Standards of the American Counseling association, including supervision models, practices, and processes;
  - G. Skillfully conduct intake and assessment interviews and write concise reports including diagnosis and biopsychosocial case conceptualization from the DMS-5;ICD-1; in school counseling, applies relevant research findings
  - H. Develop the ability to write concise accurate sessions reports and do so in a timely manner;
  - I. Establish and maintain constructive, facilitative, and on-going relationship with clients, supervisors, colleagues, through the use of differentiated interpersonal skills;
  - J. Understand the dynamics of individual behavior in the counseling relationship and recognize, if necessary, the need for change in attitudes and behaviors;
  - K. Discern and implement the counseling mode most facilitative to the problem presented by the client. (This implies recognition of referral responsibility when the client can best be served in this manner);
  - L. Recognize personal and professional limitations and make proper referrals that will enhance the nature of the counseling relationship; has knowledge of a variety of community resources;
  - M. Develop a personal style of counseling; recognize personal and professional limitations and advocate for the client by making a proper referral from community resources;
  - N. Utilize direct supervision and feedback from the professor and from peers;
  - O. Demonstrate the ability to maintain systematic records of interactions with clients including session reports, summary reports, termination reports, etc.
  - P. Demonstrate knowledge of personal and professional self-evaluation strategies and their implications for practice; assessments for diagnostic and intervention planning, and assessment results to diagnose developmental/behavioral/mental disorders
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- Q. Understand how to use developmentally appropriate career counseling interventions and assessments; environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing
  - R. Demonstrate the ability to apply developmentally appropriate individual, couple, family, and group counseling interventions and treatment plans

## **Objectives**

### **Program Objectives related to CACREP Cores 3. D and F.**

Students will demonstrate content and skills in core areas D and F and be evaluated as part of the KPI #2.

### **Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships**

Students will demonstrate skills in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

### **Program Objective related to CACREP Core 2.C.2.a.b.c. Individual Student Assessment**

Students will demonstrate professional dispositions in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

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## CACREP Standards

From the objectives above, students will demonstrate the following CACREP Standards and some will be evaluated for the KPI #2 for the Core 3. D and F. **Standards Core**

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<b>Career Development KPI #2</b>	
theories and models of career development, counseling, and decision-making	D.1
approaches for assessing the conditions of the work environment on clients' life experiences	D.4
strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	D.5
developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	D.7
strategies for improving access to educational and occupational opportunities for people from marginalized groups	D.11
<b>Group Counseling and Group Work KPI #2</b>	
theoretical foundations of group counseling and group work	F.1
dynamics associated with group process and development	F.2
therapeutic factors of group work and how they contribute to group effectiveness	F.3
characteristics and functions of effective group leaders	F.4
approaches to group formation, including recruiting, screening, and selecting members	F.5
application of technology related to group counseling and group work	F.6
types of groups, settings, and other considerations that affect conducting groups	F.7
culturally sustaining and developmentally responsive strategies for designing and facilitating groups	F.8
ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	F.9

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## VIII. COURSE TOPICS

Applied Clinical Theory  
Assessment, Diagnosis and Treatment Planning  
Legal and Ethical Issues  
Human Growth and Development  
Crisis Intervention  
Multicultural Issues and Considerations  
Addictions  
Group Work/Leadership  
Career Counseling  
School Counseling  
Social/cultural identity development.

## IX. INSTRUCTIONAL METHODS

Lecture, individual supervision, group supervision, site supervision and/or supervision via videoconferencing (zoom), review of written documentation, and formal evaluation at the end of the semester.

### Class Structure

Time	Activity
Time/day to be determined by Instructor	<ul style="list-style-type: none"><li>• Check-In</li><li>• Announcements</li></ul>
	<ul style="list-style-type: none"><li>• Supervision/discussion/client review</li><li>• Brief Client Conceptualizations (Client Bio, Presenting Problems, Theoretic Approach and Interventions Applied, Client Progress and Prognosis)</li><li>• Questions/feedback</li></ul>

**Attendance and Participation:** **Class attendance and participation are mandatory.** A minimum of one and one-half (1.5) hours per week of faculty group supervision with the university supervisor and other students and one hour per week of site supervision is required in order to pass the class. There are no exceptions to this requirement. If you miss one class the time will need to be made up. If you miss more than one class you may not pass the class. If you miss a class without communicatin with the instructor you may be docked professionalism points at the instructor's discretion.

This course is a combination of online group supervision, individual supervision, online presentations, and written assignments. Students are expected to participate in class exercises and discussions, develop case conceptualizations, and obtain feedback on student evaluation of competencies. The instructional philosophy for the current course is based on a learning-centered, outcome-based approach, which is briefly summarized below:

**Learning Centered.** A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design. Student learning is frequently measured to determine whether students are meaningfully engaging the material and applying the information to case studies. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship. In this course, students will be learning information using experiential activities to enhance understanding and application.

**Outcome-Based:** Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. In the case of this course, the learning objectives focus on learning aspects of theory that are relevant to everyday practice. Thus, learning is measured through experiential activities and outcome measures.

## **X. Student Performance Evaluation: Criteria and Procedures**

Satisfactory completion of practicum depends on the **quality** of work done as well as **quantity**. This course offers students an opportunity to apply and practice the various skills and theories they have learned from all previous course work. The work expected should indicate clearly that the student possesses the skills appropriate for entering the counseling profession and be able to adequately counsel a general population of clients. Whereas some assignments will be graded (recordings and conceptualization), other assignments must be completed (hours and paperwork) and be given a satisfactory mark by the supervisors (evaluations) before passing the class.

### **Required Hours (Needed to pass)**

Conduct a minimum of 100 hours of supervised practicum experience in individual counseling. At least 40 of these 100 hours must be direct service with clients.

- a. At least four of these hours (sessions) must be with someone of a different cultural background than yourself.
- b. At least two of these sessions must be with someone who has a physical, and/or emotional, and/or mental disadvantage.
- c. At least two of these clients must be seen a minimum of four times.

### **Practicum Signature Assignments**

#### **Group Assignment Learning Objectives:**

The student will articulate an understanding of the characteristics and functions of effective group leadership.

#### **Professional Identity Paper Learning Objectives**

The student will identify and articulate theories and models social/cultural identity development.

The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.

The student will identify and apply theories and models of career development, and counseling.

#### **Instructions:**

#### **Group Facilitation/Leadership Experience (25 points) –**

Focusing on current models of effective group leadership, facilitate a therapy or psychoeducational group at your site and write up a 2-3 page summary of your experience. Be prepared to share about this experience in faculty group supervision. Use APA formatting and include at least 3 peer reviewed journal articles in your reference list. If you do not have access to groups at your clinical site, make arrangements with your instructor for an alternative psychoeducational group assignment. This exam will serve as the Key Performance Indicator #2 for the CACREP Standards Core 3.F. Group Counseling. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

## **Professional Identity and Theoretical Influences Paper (25 points)-**

Please write an 8-10 page paper on your professional identity development. Describe which theories and models of counseling that have influenced you most on your journey to becoming a counselor. Be sure to include a brief history of influential theories and touch on various models of counseling. Finally, describe which ones you are most likely to use in the development of your career goals and professional identity. Use the following outline to structure your paper:

Introduction Provide a brief overview of the ideas that you will be presenting in your paper including theoretical influences that have helped to shape your identity as a counselor (1 page max).  
Theories and models of counseling (5 points)

- Articulate theories and models of social/cultural identity development (1 page)
- Articulate theories of human development across the lifespan and the systemic and environmental factors that affect it (1-2 pages).
- Compare and contrast a systems approach to conceptualization vs a medical model approach. Include identification of theories that fall under each category (2 pages) Theoretical influences on my professional identity development and goals (5 points) - In this section, describe which theories have influenced you most and how they relate to your long-term professional goals and counselor identity.
- Briefly introduce your theoretical influences of choice including founding theorists and historical influences. (1-2 pages)
- Identify and apply theories and models of career development and counseling as it relates to your long term professional goals (1-2 pages) Synthesis of Counselor Identity (5 points)
- Synthesize topics from the body of your paper to demonstrate how these theories and models have helped to shape your professional counselor identity.
- Conclusion: Accurately summarize your paper and review salient points.

Writing and structure: Please demonstrate critical thinking and understanding of the material by effectively synthesizing ideas and topics. Make sure your paper flows from topic to topic in a logical and integrated manner. Be sure to include a formal introduction and conclusion using APA style writing guidelines and include at least 8-10 current peer reviewed journal articles and/or scholarly references. (5 points for APA writing style, grammar and formatting). This exam will serve as the Key Performance Indicator #2 for the CACREP Standards Core 3.D. Career Counseling. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

## **Biopsychosocial/ Case Conceptualization (50 pts.)**

As you begin seeing clients, you will choose one client you have seen more than three times to conduct a biopsychosocial assessment and case conceptualization on to be presented during group supervision. The case conceptualization will demonstrate your ability to understand your client through the lens of your chosen theory and how it views human nature, pathology, wellness, counselor/client relationship, techniques, interventions for change, etc. ***You will present your case conceptualization to the class as a Power Point presentation and submit it in written form.*** Please use the provided template, rubric, and example when writing your conceptualization. Video tutorials will be available in the courseroom. Written case conceptualization and PowerPoint need to be submitted in the course room at least one week before the last day of class.

**Tevera Paperwork Submitted (Needed to pass)**



It will be your responsibility to have your Hours Logs, midterm/final faculty/site supervisors' evaluations, and your site evaluation completed and submitted by due date. If you believe you are not getting enough hours to complete the required 60 indirect and 40 direct, please contact me ASAP. It would be wise to save your logs to multiple sources just in case something happens to your main source.

### **Recordings/Skills Videos**

Students will present 3 10 minute videos of sessions with clients for class review. The session should demonstrate your chosen theoretical orientation and effective counseling skills in helping your client. **For Sites Where Recording Sessions is Prohibited:** If your site does not allow recording of sessions, your site supervisor must do one of the following: a. Your site supervisor will observe a live session you conduct with a client and provide a written review of the live session OR b. Your site supervisor will sit in as your client in a recorded mock session and role play one of your actual clients. You will then use a 10 minute segment of that video as your recorded session for class.

### **Tevera Supervisors' Evaluation (Needed to pass)**

A formal evaluation will be conducted by your site and university supervisors during Midterm and Finals. The evaluation is to help you with specific challenges and areas of growth observed by the supervisor. To complete the Practicum course, your site and university supervisors must agree that based on your formal and informal evaluations you are ready to move on to Internship. If for some reason your supervisors do not see that you are prepared and ready to move on to Internship, you will either be required to repeat Practicum or put on remediation.

**Professionalism** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; professional dress while working with clients; respect for colleagues, clients, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in class, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; ability to accept feedback; responsibility for your own personal wellness; and so forth. For emphasis, professionalism is demonstrated in your interactions throughout the course, through your posts and responses, the timeliness of the submission of all assignments, and your responsible communication with your instructor regarding questions and concerns about assignments. Points for Page 9 CACREP rvsd 2.19 professionalism will be deducted for inappropriate and/or unprofessional interactions with your peers and instructor. Examples of inappropriate/unprofessional interactions could be, depending on the context, using profanity in discussion posts or emails, name calling, and ignoring or being nonresponsive to direct inquiries (just a few examples). Additionally, points will also be lost for assignments (inclusive of all assignments that receive points or are evaluated) turned in late, or not at all, without having communicated with the instructor and the instructor agreeing to an extension or some other alternative. This communication must be done in advance of the assignment due date.

**Practicum/Internship Manual Attestation (Pass/Fail):** Students are required to THOROUGHLY read the Practicum and Internship Manual located complete the attestation (link found in first week of course).

### **Association Engagement**

Students in **Practicum and Internship** must demonstrate engagement professional identity development through webinars and online/in-person conferences through ACA or one of their divisions or branches that will contribute to their indirect hours. Participation in these activities must

be approved by the faculty and site supervisor beforehand. Evidence of attendance is required in order to count toward indirect hours. Students can find approved associations in which to engage in webinars in the International Society for Counseling link located in the first week of the course program.

## Evaluation and Grade Assignment

**Assignment points can be interpreted as the following:**

A+ to A- = 100-90%; B+ to B- = 89 – 80%; C+ to C- = 79 –70%; D+ to D- = 69 – 60%; F = 59-0%

Assignment	Where to Submit	Due Date	Point Value
Participation 1.5 hours per week for duration of class	Class	Weekly	Pass/Fail
Professionalism	Class	Weekly	10
Weekly Time Logs	Tevera	Weekly	Pass/Fail
Skills Videos/Self- evaluation	Acclaim/Class	Weekly	2 at 5 points each = 10
Practicum/Internship Manual Attestation	Tevera	Week 1	Pass/Fail
Professional Identity Paper	Canvas	Week 4	25
Midterm Time Log	Tevera	Week 8	Pass/Fail
Group Facilitation	Class	Week 8	25
Faculty and Site Supervisor Midterm Evaluations	Tevera	Week 8	Pass/Fail
Biopsychosocial/ Case Conceptualization	Canvas	Week 10	30
Student Self-Evaluations	Tevera	Week 10	Pass/Fail
Student Evaluation of Site and Supervisor	Tevera	Week 15	Pass/Fail
Faculty and Site Supervisor Final Evaluations	Tevera	Week 15	Pass/Fail
Association Engagement	Canvas	Week 15	Pass/Fail
Final Time Log	Tevera	Week 16	Pass/Fail
			100

## XI. CLASS POLICIES AND PROCEDURES

### A. Textbook(s) and Materials:

#### **Recommended:**

Hodges, S. (2024). *The Counseling and Practicum and Internship Manual*. New York, NY: Springer.

Kotler, J. (2017). *On Being a Therapist (5<sup>th</sup> Edition)*. New York, NY: Oxford.

- B. **Attendance Policy:** Class attendance and participation are required. (**Two absences or two missed appointments**, or combination resulting in two misses, will result in lowering of grade by one letter grade or possible repeating of practicum.). A minimum of one and one-half (1 ½) hours per week of group supervision with the university supervisor and other students and one hour per week of site supervision is required for participation.
- C. **Make-up Policy:** There are no make-up assignments and no late assignments accepted unless student can provide official emergency documentation supportive of delay in submission or missed submission. This documentation will need to be submitted to the professor within three weeks of the missed assignment and will be accepted at the discretion of the professor.
- D. **Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation.
- E. **Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentssuccess/](http://www.ulm.edu/studentssuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).
- F. **Emergency Procedures:** In the event of a crisis or to prevent a future crisis, contact Dr. Matthews immediately by cell phone, (214) 566-0822 or by email [cymatthews@ulm.edu](mailto:cymatthews@ulm.edu). If for any reason you are unable to reach Dr. Matthews, contact Dr. Frusha at office (318) 342.3124 or Dr. Hale at (318) 342-1349.

Even if you have notified your site supervisor or the situation is no longer a crisis, it is important for your university supervisor to be informed.

- G. **Discipline/Course Specific Policies:** All assignments will be graded and returned to student within a week of submission unless otherwise notified by instructor. There are no make-up or late assignments (see policy above). All assignments must be submitted in APA format unless otherwise notified by instructor.

### H. **Technology for the Class**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

### **Student Services:**

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

- Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)
- Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)
- Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)
- Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)
- Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)
- Current college's policies on serving students with disabilities can be obtained on the ULM website: [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone: 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- The ULM Counseling Center: 318-342-5220
- The Marriage and Family Therapy Clinic: 318- 342-9797
- The Community Counseling Center: 318-342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

### **Sexual Harassment or Gender-Based Discrimination**

*Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)*

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# Semester Calendar

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## Week Topic/Tasks/ Readings/ Deliverables

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### Week 1 Attending Behaviors, Client Observation Skills and Supervision

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Assignments **Live Discussion Topics:** Professional identity and role of the therapist. Review of the Microskills Model, Attending Behaviors, Client Observation  
Hodges: Chapter 7 Models of Supervision: Classroom and Site Supervision

Optional Readings:

Hodges: Chapter 1 Professional identity, Professional organizations, licensure  
Chapter 7 Models of Supervision: Classroom and Site Supervision (CACREP Standards Section 2 F1m, F1k)

- Get oriented to the course. Watch Orientation Video and Faculty Supervisor Welcome
- Practicum and Internship Manual Attestation
- Zoom meeting next week. **For live zoom supervision, the student is expected to be in a private location free from interruptions and available via audio and video. If you are driving you will be asked to leave the session and make up the time. Failure to appear via both audio and video will affect the participation points. If the student is not in a private location, they may be asked to change locations or miss supervision that day which can affect the grade as well.**

Deliverables:

- First log due Sunday by midnight. If you have no clients this week please submit a log anyway so that we can give points for this week. It can say zero on the direct hours section. Usually the first week's log has some indirect training hours.
- Practicum/Internship Manual Attestation Due
- Sign up for in class case presentations (sign ups due week one/ actual presentation due prior to week 10)
- Sign up for group facilitation presentation(sign ups due week one/ actual presentation due prior to week 8)

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### Week 2 Clinical Interviewing, Assessment/Individual and Group Therapeutic Relationship Skills; Ethical and Legal Issues

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Assignments **Live Discussion Topics:** review of the effective use of silence, minimal encouragers, paraphrasing, and summarizing)

Hodges: Chapter 3 Ethical and Legal Issues

View video of case study, read the write-up, and provide feedback to peers in Acclaim.  
Attend Live Zoom Supervision (Zoom link in Canvas)

Reminders:

- Group Facilitation Experience: Sign up with your instructor for a due date.
  - First zoom meeting this week (Check the time slot you are registered for).
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### **Deliverables**

- Weekly logs due by Sunday at midnight

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## **Week 3 Crisis Intervention and Self-Care**

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Assignments

### **Live Discussion Topics:**

Hodges: Chapter 8 Managing Stress During Your Practicum/Internship Chapter 9 Crisis Intervention in Practicum/Internship , Chapter 10 Protecting Yourself During Your Practicum/Internship Experience

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

### **Deliverables**

- Weekly logs due by Sunday at midnight

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## **Week 4 Interviewing, Session Management, Clinical Writing**

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Assignments

**Live Discussion Topics:** Interviewing, Session Management, Clinical Writing, Client assessment & treatment.

Hodges Chapter 5: Clinical Issues in Practicum/Internship, Chapter 6 Clinical Writing and Documentation in Counseling Records

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

### **Deliverables**

- Weekly logs due by Sunday at midnight
- **Professional Identity Paper due Sunday at midnight**

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## **Week 5 Reflection of Feeling and Meaning**

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Assignments

**Live Discussion Topics:** Feeling Reflection, Reflection of Meaning

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

### **Deliverables**

- Weekly logs due by Sunday at midnight
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**Week 6 Integration of Applied Skills**

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Assignments **Live Discussion Topics:** Client assessment & treatment.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Reminder:**

**Your Mid-Term Evaluation is due in TWO WEEKS.** Arrange for mid-term conference with your site supervisor to review to ensure it is completed by the due date; make sure your faculty supervisor completes their evaluation too.

**Deliverables**

- Weekly logs due by Sunday at midnight
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**Week 7 Integration of Applied Skills**

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Assignments **Live Discussion Topics:** Client assessment and treatment. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

Review:

Hodges: Chapters 5 Clinical Issues in Practicum/Internship, Chapter 6 Clinical Writing and Documentation in Counseling Records

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight
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**Week 8 Counselor Self-Care**

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Assignments **Live Discussion Topics:** Counselor Self-Care and stress management Client assessment and treatment. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

Hodges: Chapter 8 Counselor Self-Care: Managing stressful demands during practicum

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight
  - **Group Facilitation Assignment due Sunday at midnight**
  - **Site supervisor mid-term evaluation due by Sunday at Midnight**
  - **Faculty supervisor mid-term evaluation due by Sunday at Midnight**
  - **Midterm time log signed by site supervisor and faculty supervisor**
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**Week 9 Use of Questioning and Multicultural Considerations**

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Assignments **Live Discussion Topics:** Use of Questioning & Multicultural Considerations. Client assessment & treatment.

Hodges: Chapter 2 Multicultural Issues and Considerations

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight

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**Week 10 Student Self-Evaluation**

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Assignments **Live Discussion Topics:** Client assessment and treatment. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight
- **Biopsychosocial/ Case Conceptualization due Sunday at midnight** (See Instructions at beginning of syllabus and in Canvas; this needs to be by uploaded Sunday at midnight; note these should have been uploaded on your presentation date. This reminder is a just an additional checkpoint to be sure that you uploaded your assignment into canvas).
- **Student self-evaluations due Sunday at midnight (in Tevera)**

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**Week 11 Integration of Applied Skills**

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Assignments **Live Discussion Topics:** Client assessment and treatment. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight

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**Week 12 Confrontation and Challenging**

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Assignments **Live Discussion Topics:** Client assessment and treatment. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

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View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight

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**Week 13 Applied Counseling Theory**

Assignments **Live Discussion Topics:** Client assessment and treatment. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight

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**Week 14 Thanksgiving Holiday**

- No Class

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**Week 15 Integration of Applied Counseling Theory**

Assignments **Live Discussion Topics:** Client assessment and treatment and termination. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

**Deliverables**

- Weekly logs due by Sunday at midnight .....(Tevera)
- Student Evaluation of Site and Supervisor.....(Tevera)
- Faculty Supervisor final evaluation due.....(Tevera)
- Site supervisor final evaluation due.....(Tevera)
- Association Engagement due.....(Canvas)
- Please turn in your final time log in this week if possible

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**Week 16 Integration of Applied Counseling Skills**

**Final Checklist** **Live Discussion Topics:** Client termination.

Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

Attend Final Live Zoom Supervision (Zoom link in Canvas)

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**Deliverables**

- Final logs due by Sunday at midnight
  - Make sure that all Tevera documents are complete
  
  - Association Engagement-proof of activity due by Sunday at midnight
  
  - Biosychosocial/ Case Conceptualization
  - 
  - Group Facilitation Assignment needs to be uploaded by Sunday at midnight (If not already done-Note these should have been uploaded on your presentation date present. This reminder is a just an additional checkpoint to be sure that you uploaded your assignment into canvas).
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# Rubrics

## Group Leadership Facilitation

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Criteria	Exceptional	Proficient	Satisfactory	Needs Improvement	Unsatisfactory	Points
<b>Group Facilitation</b>	Skillful facilitation, engaging and effective leadership.	Good facilitation, clear leadership.	Basic facilitation, adequate leadership.	Minimal facilitation, unclear leadership.	Missing or ineffective facilitation.	/7
<b>Summary of Experience</b>	Comprehensive, insightful summary, clear reflection on group dynamics.	Good summary, thoughtful reflection on group dynamics.	Basic summary, some reflection on group dynamics.	Minimal summary, lacks reflection on group dynamics.	Missing or irrelevant summary.	/7
<b>Application of Current Models of Group Leadership</b>	Strong application of current models, clear demonstration of understanding.	Good application of models, mostly clear understanding.	Basic application of models, some understanding.	Minimal application of models, unclear understanding.	Missing or irrelevant application.	/5
<b>APA Formatting and References</b>	Correct use of APA formatting, 3 or more peer-reviewed journal articles.	Mostly correct APA formatting, 3 peer-reviewed journal articles.	Some APA formatting errors, 3 references.	Numerous APA formatting errors, fewer than 3 references.	Significant APA formatting errors, missing references.	/4

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<b>Presentation in Faculty Group Supervision</b>	Engaging and insightful presentation, effectively communicates experience.	Clear presentation, communicates experience adequately.	Basic presentation, some gaps in communication.	Ineffective presentation, unclear communication.	Missing or irrelevant presentation.	/2
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**Total Points: \_\_\_ / 25**

**Grading Scale:**

- A (22-25)**
- B (19-21)**
- C (16-18)**
- D (13-15)**
- F (Below 13)**

# Professional Identity Paper

Criteria	Exceptional	Proficient	Satisfactory	Needs Improvement	Unsatisfactory	Points
<b>Introduction (1 page max)</b>	Clear, engaging overview of theoretical influences shaping counselor identity.	Clear overview of theoretical influences.	Basic overview, lacking detail.	Vague, unclear outline.	Missing or unclear introduction.	/2
<b>Theories and Models of Counseling (5 points)</b>	Comprehensive articulation of theories and models, insightful comparisons.	Good articulation and comparisons, clear understanding.	Basic articulation, adequate comparisons.	Minimal articulation, unclear comparisons.	Missing or irrelevant articulation.	/5
<b>Theoretical Influences on Professional Identity (5 points)</b>	In-depth description, strong connection to goals and identity.	Good description, clear connection to goals and identity.	Basic description, some connection to goals.	Incomplete or unclear description, minimal connection to goals.	Missing or irrelevant description.	/5
<b>Synthesis of Counselor Identity (5 points)</b>	Thorough synthesis, clear demonstration of how theories shape identity.	Good synthesis, clear demonstration of influence.	Basic synthesis, some demonstration of influence.	Incomplete or unclear synthesis.	Missing or irrelevant synthesis.	/5
<b>Conclusion</b>	Clear, concise summary of key points, well-integrated review.	Good summary and review, mostly clear.	Basic summary, adequate review.	Incomplete or unclear summary.	Missing or unclear summary.	/2

<b>Writing and Structure (5 points)</b>	Exceptional critical thinking, seamless flow, correct APA style.	Good critical thinking, clear flow, mostly correct APA style.	Basic critical thinking, adequate flow, some APA errors.	Minimal critical thinking, unclear flow, numerous APA errors.	Lacks critical thinking, poor flow, significant APA errors.	/5
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**Total Points: \_\_\_ / 25**

**Grading Scale:**

- A (22.5-25)**
- B (20-22)**
- C (17.5-19.5)**
- D (15-17)**
- F (Below 15)**

# Case Study Presentation

Criteria	Exceptional	Proficient	Satisfactory	Needs Improvement	Unsatisfactory	Points
<b>Client Overview and History</b>	Comprehensive, detailed, and insightful overview and history.	Good overview and history, mostly detailed.	Basic overview and history, some details.	Minimal overview, lacking details.	Missing or unclear overview and history.	/5
<b>Biopsychosocial Assessment</b>	Thorough assessment, well-integrated biopsychosocial factors.	Good assessment, clear integration of factors.	Basic assessment, some integration of factors.	Minimal assessment, unclear integration.	Missing or irrelevant assessment.	/5
<b>Case Conceptualization Using Chosen Theory</b>	In-depth conceptualization, clear application of theory.	Good conceptualization, clear application of theory.	Basic conceptualization, some application of theory.	Minimal conceptualization, unclear application of theory.	Missing or irrelevant conceptualization.	/5
<b>Understanding of Pathology and Wellness</b>	Exceptional understanding, well-articulated views on pathology and wellness.	Good understanding, clearly articulated views.	Basic understanding, adequately articulated views.	Minimal understanding, unclear articulated views.	Missing or irrelevant understanding.	/5
<b>Counselor/Client Relationship</b>	Clear, insightful description of the relationship, strong connection to theory.	Good description, clear connection to theory.	Basic description, some connection to theory.	Minimal description, unclear connection.	Missing or irrelevant description.	/3

<b>Techniques and Interventions for Change</b>	Comprehensive, well-justified techniques and interventions.	Good techniques and interventions, mostly justified.	Basic techniques and interventions, adequately justified.	Minimal techniques and interventions, poorly justified.	Missing or irrelevant techniques.	/5
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<b>Presentation and Written Submission</b>	Exceptionally clear, well-organized, and engaging presentation and submission.	Good clarity, organization, and engagement.	Basic clarity and organization, somewhat engaging.	Minimal clarity and organization, lacks engagement.	Poor or missing presentation and submission.	/2
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**Total Points: \_\_\_\_**  
**/ 30**

**Grading Scale:**

**A (27-30)**

**B (24-26)**

**C (21-23)**

**D (18-20)**

**F (Below 18)**



**COUN 5065 Grading Rubric KPI#2**  
**This will be assessed in your Tevera account**

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

NA: Not Applicable

Note: Ratings of 3 or above indicate performing well for student's stage of development.

**Assignment Specific Requirements and Professional Identity 2024 CACREP Standards**

Assignment Specific	CACREP Standard	Performance Level 1-5
<b>Core</b>		
<b>Career Development KPI #2</b>		
theories and models of career development, counseling, and decision-making	D.1	
approaches for assessing the conditions of the work environment on clients' life experiences	D.4	
strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	D.5	
developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	D.7	
strategies for improving access to educational and occupational opportunities for people from marginalized groups	D.11	
<b>Group Counseling and Group Work KPI #2</b>		
theoretical foundations of group counseling and group work	F.1	
dynamics associated with group process and development	F.2	
therapeutic factors of group work and how they contribute to group effectiveness	F.3	
characteristics and functions of effective group leaders	F.4	
approaches to group formation, including recruiting, screening, and selecting members	F.5	
application of technology related to group counseling and group work	F.6	
types of groups, settings, and other considerations that affect conducting groups	F.7	
culturally sustaining and developmentally responsive strategies for designing and facilitating groups	F.8	

Comments Box: