

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING

COURSE PREFIX: CNS

COURSE NUMBER: 790

CREDIT HOURS: 3

I. TITLE: Practicum

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Closely supervised practice in an appropriate professional setting. See program handbook for criteria for site selection and supervision requirements. Arrangements for the practicum must be made a semester in advance. Also, the student must be admitted to the program. Students must successfully complete CNS 790 with a grade of A or B before being allowed to continue in their program. Course may be repeated for a maximum of six hours of credit.

Prerequisite(s): CNS 619, Foundational Counseling Techniques

III. COURSE OBJECTIVES:

The purpose of CNS 790 is to help you to further develop skills that you will need to function as a practicing counselor. The objectives are for you to be able to demonstrate your ability to (per 2009 CACREP standards):

- A. Work with a variety of clients and problems
- B. Be able to use a variety of counseling techniques
- C. Work with other personnel in a collaborative or consulting manner
- D. Know referral sources in the community
- E. Utilize ethical principles and practices of the *ACA 2005 Code of Ethics*
- F. Describe the process for counselor licensure or credentialing and attain membership of an appropriate professional organization
- G. Set and achieve professional development goals during each semester of counseling internship
- H. Deliver formal case presentations and actively contribute to meetings with peers and help in problem solving of various field setting issues during weekly group supervision
- I. Present a professional counseling identity through ethical practices, values clarification, and ongoing education and training
- J. Ensure the delivery of services that maintains and promotes client welfare

While these are the specific objectives of this course, the overall emphasis will be placed on your ability to function interpersonally and help bring about change in those individuals with whom you will be working.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

Abilities you should demonstrate – you will develop a plan to accomplish this.

- A. Services abilities
 1. Individual/family/couple assessment service
 2. Counseling service
 3. Research and evaluation service
- B. Counseling abilities
 1. Educational
 2. Vocational-career
 3. Personal-social
- C. Microcounseling competencies
 1. Counseling skills
 2. Consultative skills
 3. Coordinating skills
 4. Group counseling
- D. Multicultural counseling competencies

V. INSTRUCTIONAL ACTIVITIES:

- A. Video-Recording Counseling Sessions (CACREP Section III: F3, F5)

1. Taping: Students will video-record sessions for playback during individual and group supervision using digital cameras (students can request digital cameras from instructor).
 2. Uploading and Presenting: Students will open and maintain a Dropbox account (www.dropbox.com). All video-recorded sessions for individual and group supervision will be uploaded to Dropbox and presented from Dropbox.
- B. Individual Supervision (CACREP Section III: F2)
1. Practicum students will meet weekly with their site supervisors for one hour of individual supervision.
 2. Students will meet every week for one hour of individual faculty supervision and 1.5 hours of group supervision.
 3. Faculty supervisor will be in contact with site supervisor throughout the semester.
- C. Group Supervision – with faculty member and peers (CACREP Section III: F3, F5)
1. Regular group meetings.
 2. Case Presentations: Students will present several case presentations during the semester. Each case presentation will be accompanied with a completed Self-Assessment and Reflection Form.
 3. Taping: Students will present video-taped sessions for case presentations.
- D. Practicum Log (CACREP Section I: AA4; Section II: G1b; Section III: F1)
1. Record weekly the number of hours you acquire in practicum on weekly log form.
 2. Record how many hours you were at your site and whether they were direct or indirect contact hours.
 3. Weekly Practicum Logs must be turned in each week.
 4. The Summary of Hours form will be turned in at the end of the semester to verify a minimum of 150 clock hours, which will include a minimum of 40 direct hours.
- E. Direct Contact (DC) - means that the practicum student will have 1 on 1 contact and small group interactions in the role of counselor. Students will need a minimum of 40 hours of therapeutic direct individual and or group counseling. The following are acceptable types of activities to be counted as direct contact: (CACREP Section III: F1)
1. Individual personal counseling (i.e. relationship issues, self worth issues, home life issues, classroom behavior problems, poor academic standing, etc.)
 2. Small group counseling (i.e. transfer students, bullying, anger management, grief and loss, self esteem/self images issues, etc.)
- F. Indirect contact (IC) - means that the student will engage in other activities that fall under the direction of the professional counselor that are not direct therapeutic activities. The following are examples of acceptable activities: (CACREP Section III: F2, F3)
1. Class room guidance presentations
 2. In-service trainings
 3. Supervision hours
 4. Completing required paper work/reports
 5. Participating/chairing necessary committees (e.g., ARC)
 6. Creating content information for presentations and programs
 7. Collecting data for needs assessment
 8. Participating in testing programs
- G. Client Files/Counseling Notes (CACREP Section II: G1b; Section III: F1)
1. Create a client file for each student/client with which you meet.
 2. Record case notes following each session and store them on site.
- H. Other Assignments
1. Students will seek out and present, in group supervision, hard copies of the emergency protocols for their practicum sites which will discuss that site’s policy for dealing with suicide, suspected abuse, reported abuse, etc. (**Due the second week of practicum**). (CACREP Section II: G1b, G1c)
 2. Join appropriate professional organizations (ACA, AMHCA, ASCA, AAMFT) and purchase student liability insurance. **Bring a copy of this insurance to our second group supervision session** (prior to seeing your first client). *ACA and ASCA provide free liability insurance to masters-level students members.* (CACREP Section I: AA4; Section II: C, G1f, G1g)

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Practicum experiences are described in the Practicum/Internship Manual, Department of Educational Studies, Leadership, and Counseling, Murray State University.

A copy of the Practicum/Internship Manual is available for download on the Counseling Program Webpage. Students are responsible for obtaining a copy of the Manual by the second week of class. For a view of field and clinical experiences, the following sections are referenced:

- The Practicum Experience: Definitions.
- The Practicum Experience: Requirements & Goals
- Responsibilities of the Practicum Student.

A variety of clients should be seen which include the type of clients described below:

1. Vocational
2. Academic
3. Developmental concerns
4. Emotional
5. Family problem
6. Different race client
7. Culturally different client
8. Behavioral problem
9. Personal
10. Legal

VII. TEXT AND RESOURCES

A. Required Texts:

Baird, N. B. (2011). *The internship, practicum, and field placement handbook: A guide for the helping professions* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Department of Educational Studies, Leadership, and Counseling (2013), *Practicum/internship manual*. Murray State University.

American Counseling Association. (2005). *ACA Code of Ethics 2005*. Alexandria, VA: Author.

B. Resources:

Bernard, J. M., & Goodyear, R. K. (2008). *Fundamentals of clinical supervision*. Boston: Allyn and Bacon.

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Statement of Learning Goals	10
Emergency Protocol Presentation	10
Counseling Approach Paper	20
Case Presentations	20
Reflective Summary	10
Site Supervisor Evaluation	
Midterm	10
Final	10
Faculty Supervisor Evaluation	
Midterm	20
Final	20
Student Evaluation of Site Supervisor and Site	10
Attendance and Participation	10

Total	150
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B. Grading Scale:

A = 90 – 100%

B = 80 – 89%

F = Below 80%

NOTE: You are required to earn a B or better to continue in the program. Students who do not receive a B or better will be allowed to retake CNS 790 once and continue in the program if a satisfactory grade is obtained. Additionally, it is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, will not receive instructor endorsement to continue in clinical courses.

C. Assignments:

1. **Statement of Learning Goals (10 pt):** Develop and submit a written statement of individual learning goals for the practicum. This goal statement should be written similar to a “treatment plan” where you will outline your **goals**, your **objectives** to reach those goals, and some prospective **dates** that you hope to achieve these goals. Goals should be well articulated and should address the issues within the following four areas: (a) **counseling skills** (e.g., to improve intentionality, utilize person-centered approach as foundational counseling theory, be less directive, etc.); (b) **self-awareness** (e.g., “to increase my awareness of the tendency to want to *teach* clients”); (c) **case-conceptualization skills** (e.g., “to conceptualize clients from a specific counseling framework and to generate interventions from this framework”), and; (d) **professional awareness** (e.g., “I will read a book/attend a presentation in order to learn more about presenting client issues”).
2. **Emergency Protocol Presentation (10 pt):** Students will seek out and present, in group supervision, hard copies of the emergency protocols for their practicum sites which will discuss that site’s policy for dealing with suicide, suspected abuse, reported abuse, etc.).
3. **Counseling Approach Paper (20 pt):** Each student will develop a short paper that describes his or her personal approach to counseling. This paper will serve as a framework that you will use to reflect back upon when working with clients during practicum. It will guide how you conceptualize your clients’ concerns, how you believe clients change, and how you select interventions. The purpose of this assignment is to assist you in maintaining intentionality, evaluating the effectiveness of your approach and interventions, and to assist the supervisor in helping you to develop your counseling approach throughout the semester.

Conceptual Framework

This paper should include both theoretical and empirical support from existing theories and research. However, it should not be a “research” paper that describes a specific counseling theory. Rather, it should be written in first person and should include your personal perspective based on your knowledge gleaned through previous courses and experience working with clients in addition to support from existing theories. I expect that you will draw from theoretical, research, and reflection papers from previous courses in order to complete this paper. In addition, it may be a logical integration of multiple theories, techniques, and empirically supported interventions. The paper should include the following elements:

- a.) *View of client concerns* (i.e., what are your beliefs about the nature of human problems, how do you believe client issues develop).
- b.) *View of how clients change*. This section should include your perspective about how clients change. It should include the conditions and change processes that must be present in order for counseling to be effective.
- c.) *Practical Application* (how does counseling look practically). Include the primary techniques and interventions that you use in practice. If you use interventions that are grounded in theories that differ from the ones you cite in previous sections, provide a rationale and how you will incorporate them.
- d.) *Strengths and Research Support*. For which client population(s) and/or client issues does your approach have the most support? Cite the current and most pertinent research.
- e.) *Limitations and Challenges*. Which client population(s) and/or client issues seem to have a lack of support from your approach? What challenges do you anticipate in implementing this approach? Include a description of how you will incorporate different strategies (e.g., interventions from different theories) to supplement limitations in your model.

This paper should be clearly and concisely written. This paper should be a minimum of 3 double-spaced pages and a maximum of 5 (not including title, abstract, and reference page). Make the approach personal to you and your beliefs about counseling, but support your claims with well-grounded theories and empirical support.

All papers should be written in APA format.

4. **Case Presentations (20 pt):** Students will make case presentations. All case presentations will be averaged together to determine the total number of points out of 20. All students will be responsible for formal case presentations of a client seen this semester (guidelines are provided below). Students will

upload all videos to Dropbox (if you have not yet done so, this means that you will have to open up a Dropbox account). A portion of the recorded session will be played during Group Supervision. For this case presentation, you should not select an initial session with a client. Rather, you should strive to provide a recording of such things as a second or third session, a sample of your best work, or a sample of lesser quality work. All sessions must be audible. These case presentations will be given on a rotating basis throughout the semester. The Case Presentation Scoring Rubric must be printed and submitted with this project. In addition, you will submit the Self-Assessment and Evaluation form and transcript with each presentation. (CACREP Section III Clinical Mental Health Objectives: D9; CACREP Section III School Counseling Objectives: D5)

Additional Details for the Group Case Presentation

The purpose of case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him/her. Please include a brief digital presentation of the session (approximately 10 minutes of a selected piece of the session on which you would like specific feedback). Your introduction and review of the session should take 20 to 25 minutes; this will be followed by a time of group feedback and discussion.

Cultural/Personal Data about Client

- Age, race/ethnicity, level of acculturation, gender
- Family information/background
- Education/employment
- How client presents him/herself
- General impressions of the client
- Client's strengths and level of functioning
- Presenting problem(s) (w/5 axis diagnosis)
- Additional data *pertinent to working with this client* (sexual orientation, spirituality, physical/intellectual limitations, etc)

Summarization of Client's Counseling History

- What led the client to seek counseling at this time?
- Number of sessions you've had with the client
- A brief case conceptualization (What are your hypotheses? As much as possible, use language grounded in the theory from which you are working with this client)
- Approaches used so far
- Complicating factors

Solicit Specific Feedback

- What concerns do you have about this case/client?
- What kind of help/feedback would you like from the group?
- What should we be listening for in the taped segment that you will play for us?

5. **Reflective Summary (10 pt):** At the end of the semester, each student will submit a 3 to 5 page reflective paper based on the practicum experience. The reflection should be a narrative of your growth and progress as a practicum student. Make sure to include the work that you did with regards to your learning goals (e.g., you met the goal, you surpassed the goal, you are still working on the goal, etc.).
6. **Site Supervisor Midterm and Final Evaluation (10 pt each):** Feedback from site supervisors via the midterm and final evaluation forms will be assessed and point values determined based on the site supervisors' formal evaluation. (CACREP Section III Clinical Mental Health Objectives: B1, D4, H3, J3; CACREP Section III School Counseling Objectives: B1, H4, L3, N1, N5)
7. **Faculty Supervisor Midterm and Final Evaluation (20 pt each):** Your faculty supervisor will complete a midterm and final evaluation for each student (CACREP Section III Clinical Mental Health Objectives: F3; CACREP Section III School Counseling Objectives: F1)

Individual Case Presentations: All students will be responsible for showing video tapes on a regular basis during individual faculty supervision. The frequency and number of tapes to be

shown will be at the discretion of the faculty supervisor. Midterm and Final evaluations will be based on the student's effectiveness in counseling, ability to demonstrate basic counseling skills, ability to understand and implement faculty and peer feedback, and the student's overall professional behavior as observed by faculty supervisor.

Documentation: Each student will submit his/her weekly log sheets and Weekly Summary of Supervision Progress will be turned in every week. At the conclusion of the semester the students will submit the summary of hours form. Students will submit the Field Placement Information, Field Approval Form, and Internship Application by February 28th to Dr. Pender for Internship I.

Additional Information regarding Professionalism:

We will be dealing with very personal and sensitive matters, both from our own and our clients' lives. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal or client information revealed during supervision time is confidential and should be confined to the class. This includes the discussion of clients in non-restricted areas such as the hallways, rest rooms, snack areas, etc. Any discussion about clients with fellow practicum members and/or faculty must be conducted in such a fashion as to protect the limits of confidentiality. The only reason that the supervisor would break confidentiality is for the same reasons the practicum student would do so with a client.

You are expected to abide by the American Counseling Association (2005) *Code of Ethics*, the American School Counselor Association (2004) *Ethical Standards*, International Association of Marriage and Family Counselors (2005) *Ethical Standards & Guidelines*, and National Association of School Psychologists (2000) *Professional Conduct Manual*.

8. **Student Evaluation of Site Supervisor and Site (10 pt):** Each student will complete the Field Placement and Field Supervisor Evaluation forms located in the Practicum/Internship Manual for each field supervisor they have for the semester. (CACREP Section I: BB)
9. **Attendance & Participation (10 pt):** Students are expected to attend all classes and supervision sessions and participate fully in exercises and assignments; demonstrating commitment to your clients is also expected as part of being a professional. A student may only miss a class because of illness or unexpected tragedy (you must notify the professor and your clients if you are unable to attend class/sessions). (CACREP Section III: F2, F3, F4, F5)

IX. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU *Graduate Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

IX. ANTI-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Course Specifics for CNS 790 (Fall 2013)

Instructor: Samir Patel, Ph.D.
Telephone: Office: (270) 809-6123
Office: Alexander Hall, Room 3218
E-Mail: spatel4@murraystate.edu

Office Hours: Mondays: 11:00 am – 2:00 pm
 Tuesdays: 10:00 am – 1:00 pm
 Wednesdays & Thursdays: 12:00 pm – 2:00 pm

Meeting Days: Thursday Evenings
Meeting Times: 5:00 PM – 7:30 PM
Location: Murray – Alexander Hall 2214

CACREP Counseling Program Specifics for CNS 790

Clinical Mental Health Counseling Objectives:		Assessment
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D4	Applies effective strategies to promote client understanding of and access to a variety of community resources.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D9	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Case Presentations
Diversity & Advocacy F3	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Faculty Supervisor Evaluations
Assessment H3	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Site Supervisor Evaluations
Research and Evaluation J3	Analyzes and uses data to increase the effectiveness of clinical mental health counselling interventions and programs.	Site Supervisor Evaluations
School Counseling Objectives:		Assessment
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Case Presentations
Diversity and Advocacy F1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Faculty Supervisor Evaluations
Assessment H4	Makes appropriate referral to school and/or community resources.	Site Supervisor Evaluations
Academic Development L3	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Site Supervisor Evaluations
Collaboration and Consultation N1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Site Supervisor Evaluations
Collaboration and Consultation N5	Uses referral procedures with helping agents in the community to secure assistance for students and their families.	Site Supervisor Evaluations

Course Schedule and Assignments

Class	Date	Topic	Assignments / Readings Due at Start of Class	CACREP Standard(s)
1	08/22/13	Introductions Syllabus Review Course Expectations Professional Exceptions Administrative Issues	Site Placement Approval Form Site Placement Information Form (Should have been submitted during previous semester)	
2	08/29/13	The Therapeutic Relationship	Chapters 1 & 2 (Baird, 2011) Provide Copy of Liability Insurance Signed Confidentiality Agreement Presentation of Emergency Protocols Practicum Learning Goals	
3	09/05/13	Ethical and Legal Issues Two Case Presentations	Chapter 3 (Baird, 2011) Counseling Approach Paper Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
4	09/12/13	The Supervisory Relationship Two Case Presentations	Chapter 4 (Baird, 2011) Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
5	09/19/13	Brief Interventions Three Case Presentations	Chapter 5 (Baird, 2011) Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
6	09/26/13	No Class – Fall Break		
7	10/03/13	Case Management Revisit Learning Goals	Chapter 6 (Baird, 2011) Internship I Application, Field Setting Information, and Field Setting Approval Forms Weekly Logs Supervision Weekly Progress Forms	
8	10/10/13	Midterm Evaluations	Faculty Supervisor Mid-Term Evaluation Site Supervisor Mid-Term Evaluation Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: B1, D4, F3, H3, J3; School Counseling: B1, F1, H4, L3, N1, N5
9	10/17/13	No Class – Association for Counselor Education and Supervision Conference		

10	10/24/13	No Class – Kentucky Counseling Association Conference		
11	10/31/13	Self-Care Two Case Presentations	Chapter 7 (Baird, 2011) Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
12	11/07/13	Cognitive-Behavioral Approaches Two Case Presentations	Chapter 8 (Baird, 2011) Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
13	11/14/13	Termination Three Case Presentations	Chapter 9 (Baird, 2011) Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: D9; School Counseling: D5
14	11/21/13	Faculty Evaluation Two Case Presentations (Oral Defense Dress Rehearsal)	Weekly Logs Supervision Weekly Progress Forms	
15	11/28/13	No Class – Thanksgiving Holiday		
16	12/05/13	Developmental Journey Wrap-Up and Next Steps	Faculty Supervisor Final Evaluation Site Supervisor Final Evaluation Student Evaluation of Site Supervisor and Site Supervisor Evaluation of Counseling Program Reflective Paper Summary Log Sheet Weekly Logs Supervision Weekly Progress Forms	Clinical Mental Health Counseling: B1, D4, H3, J3; School Counseling: B1, F1, H4, L3, N1, N5

Statement of Learning Goals Rubric

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional Orientation & Ethical Practice (Section I: AA4)	Articulates professional identity and the necessity of professional development to the highest level = 4	Satisfactory demonstration of professional identity and the necessity of professional development = 3	Minimal demonstration of professional identity and the necessity of professional development = 2	Does not demonstrate professional identity or professional growth = 0-1	
Counseling, Prevention & Intervention	Superior self-awareness and identification of personal limitations; well-defined areas for growth. = 4	Reasonable self-awareness and identification of personal limitations; somewhat proper areas for growth = 3	Vague self-awareness and identification of personal limitations; limited areas for growth. = 2	Does not identify personal limitations or areas for growth = 0-1	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, running head, appropriate citations, and appropriate sentence & paragraph structure = 2	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, running head, citations, and sentence & paragraph structure = 1	Level of writing mostly does not adhere to APA format with inappropriate margins, font, running head, citations, and sentence & paragraph structure = 0.5	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page. = 0	
Total					/10

Summative Rubric for Emergency Protocol Presentation

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Strategies for interorganization collaboration	Thoroughly addresses all of the following: (a) policy for crisis intervention; and (b) policy for crisis/disaster preparedness	Addresses all of the following, but not in a striking manner: (a) policy for crisis intervention; and (b) policy for crisis/disaster preparedness	Addresses one of the following: (a) policy for crisis intervention; and (b) policy for crisis/disaster preparedness	Fails to address either: (a) policy for crisis intervention; or (b) policy for crisis/disaster preparedness	
Counselor's responsibility during emergency	Thoroughly addresses all of the following: (a) role of counselor within an emergency response; and (b) operation of emergency management system within clinical setting	Addresses all of the following, but not in a striking manner: (a) role of counselor within an emergency response; and (b) operation of emergency management system within clinical setting	Addresses one of the following: (a) role of counselor within an emergency response; and (b) operation of emergency management system within clinical setting	Fails to addresses either: (a) role of counselor within an emergency response; or (b) operation of emergency management system within clinical setting	
Ethical and Legal Considerations	Thoroughly addresses all of the following: (a) ethical and legal considerations related to counseling at the site (b) policy regarding confidentiality and limits of confidentiality	Addresses all of the following, but not in a striking manner: (a) ethical and legal considerations related to counseling at the site (b) policy regarding confidentiality and limits of confidentiality	Addresses at least one of the following: (a) ethical and legal considerations related to counseling at the site (b) policy regarding confidentiality and limits of confidentiality	Fails to addresses at least one of the following: (a) ethical and legal considerations related to counseling at the site (b) policy regarding confidentiality and limits of confidentiality	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100

Summative Rubric for Counseling Approach Paper

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Orientation to wellness	Thoroughly addresses all of the following:(a) description of personal worldview regarding wellness; and (b) personal fit to theory	Addresses all of the following, but not in a striking manner: (a) description of personal worldview regarding wellness; and (b) personal fit to theory	Addresses one of the following: (a) description of personal worldview regarding wellness; and (b) personal fit to theory	Fails to address either: (a) policy for crisis intervention; or (b) policy for crisis/disaster preparedness	
Knows components of theory	Thoroughly addresses all of the following as it pertains to the theory: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	Addresses all of the following, but not in a striking manner: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	Addresses at least 3 of the following: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	Fails to address at least three of the following: (a) foundational tenets; (b) view of human nature; (c) view of health and dysfunction; (d) role of counselor; (e) role of client, and (f) therapeutic alliance	
Research	Thoroughly addresses all of the following as it pertains to researching the theory: (a) literature to support use of theory with population; (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	Addresses all of the following, but not in a striking manner: (a) literature to support use of theory with population; (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	Addresses one of the following: (a) literature to support use of theory with population; and (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	Fails to address at least one of the following: (a) literature to support use of theory with population; and (b) identifies strategies and techniques that individual, social, and academic/occupational well-being.	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100

Scoring Rubric for Clinical Case Presentation

Component	Expectation	Points Awarded
Case Presentation	<ol style="list-style-type: none"> 1. Introduction – The segment of tape is “set up” so that the group knows what is expected. 2. Selected Session – An appropriate session and part of the session is selected for supervision (anything other than a 1st session, a sample of your best work, a sample of lesser quality work, etc). 3. Length of Tape – The segment used for supervision is approximately 10-20 minutes in length. 4. Case Write-up – A written outline or narrative summary of the case is provided for all group members that includes the following: <ol style="list-style-type: none"> a. Personal Data about Client – Sufficient data [e.g., demographics, education/employment, how client presents him/herself, general impressions of the client, client’s strengths and level of functioning, and presenting concern] is provided about the client to aid in the supervision process. b. Summarization of Counseling History – Information regarding the process of counseling up until this point is provided to help contextualize the feedback [e.g., the number of sessions you’ve had with the client, a brief case conceptualization (e.g., what are your hypotheses – use language grounded in the theory from which you are working with this client), approaches used thus far, and any other complicating factors]. c. Solicitation of Specific Feedback – Specific feedback is solicited on the case write-up in order to set the tone for supervision (e.g., What concerns do you have about this case/client? What kind of help/feedback would you like from the group? What should we be listening for in the taped segment that you will play for us?). 	<ol style="list-style-type: none"> 1. / 5 points 2. / 5 points 3. / 5 points 4a. / 10 points 4b. / 10 points 4c. / 10 points
Self-Assessment Forms	<ol style="list-style-type: none"> 1. A comprehensively written <i>Self-Assessment and Reflection Form</i> is completed and turned in. 2. A 10-minute transcription that notes counseling intentionality is submitted 	<p style="text-align: right;">/ 35 points</p> <p style="text-align: right;">/ 20 points</p>
TOTAL POINTS	Total Points:	/ 100
FINAL POINTS	FINAL Points (total points*20)/100	/ 20

CNS 790 Case Presentation Rubric – Formative

CACREP Standard	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
Promotes optimal development and wellness	The case presentation thoroughly demonstrates all of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation demonstrates all of the following, but not in a striking manner: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation addresses one of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation fails to demonstrate any of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	
Conceptualization	Clearly conceptualizes client issues within the framework of the theory by clearly using the language of the theory	Conceptualizes client issues within the framework of the theory but language of the theory is not clear/consistent	Conceptualizes client issues, but not within the framework of the theory.	Does not conceptualize client issues.	
Counseling characteristics that influence the helping process (CMHC: D9; SC: D5)	The case presentation thoroughly addresses all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses all of the following, but not in a striking manner: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses most, but not all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation fails to address at least half of the following: More than half of the Session Review Forms fail to clearly identify all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	

Summative Rubric for Reflective Summary

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional development	The presentation thoroughly demonstrates all of the following: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	The presentation demonstrates all of the following, but not in a striking manner: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	The presentation demonstrates at least three of the following: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	The presentation fails to demonstrate at least three of the following: (a) view of self as a professional counselor; (b) benefits of being associated with a professional organization; (c) addresses growth pertaining to established learning goals including self-care strategies; and (d) advocates for the counseling profession	
Self-Awareness	Thoroughly addresses all of the following: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	Addresses all of the following, but not in a striking manner: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	Addresses at least one of the following: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	Fails to address at least one of the following: (a) cultural self-awareness; and (b) recognizes limitations and areas for growth	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100

Attendance and Participation Rubric

CACREP Standard	Exceeds Standards	Meets Standards	Does Not Meet Standards	Score
Professional Practice (Section III: F2, F3)	Complete participation in supervision, 1hr/week with site supervisor, 1hr/week with faculty supervisor, and 1.5hr/week of group supervision = 4	Some participation in supervision, 1hr/week with site supervisor, 1hr/week with faculty supervisor, and 1.5hr/week of group supervision = 2	Vague or no participation in supervision, 1hr/week with site supervisor, 1hr/week with faculty supervisor, and 1.5hr/week of group supervision = 0	
Professional Practice (Section III: F4)	Superior presentations of video recordings for use in supervision = 3	Minimal value presentations of video recordings for use in supervision = 1	Vague or no presentations of video recordings for use in supervision = 0	
Professional Practice (Section III: F5)	Student submits site supervisor formal evaluations on time; demonstrates proper supervision with site supervisor = 3	Student submits site supervisor formal evaluations within one week of deadline; demonstrates reasonable supervision with site supervisor =1	More than one week late or does not submit site supervisor evaluation = 0	
Total				/10