COURSE OUTLINE

COUN 583
Clinical Practicum II: Clinical Mental Health Counseling
3 Semester Credits
[Meeting Day, Meeting Time]
[Meeting Room]
Fall [Year]

PROFESSOR:

[Name & Title] Office Hours:
[Office location]
[Phone number]
[E-mail address]

I. COURSE DESCRIPTION:

This course consists of supervised field experience in a counseling setting. A minimum of 100 hours (50 per credit hour, 2 credit hours required) of direct observation, consultation in the clinical area, and practice of counseling skills is required. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills are expected. The student must also attend a weekly hour-long individual supervision session with a supervisor, and a weekly 1-1/2 hour group supervision period. Recording of counseling sessions is essential. A lab fee is required. Students must submit an application to Practicum II no later than October 15 (to begin Practicum II in Winter semester), February 15 (to begin in Summer semester), and/or April 15 (to begin in Fall semester of the following school year).

II. REQUIRED READING:


III. SUPPLEMENTAL READING:

1. Selected books, book chapters, and articles:


   Other titles from reference list, as well as Teaching Materials Center (TMC) holdings and McKee Library

2. Selected Relevant Websites:

   American Mental Health Counselors Association: [www.amhca.org](http://www.amhca.org)
   American Counseling Association: [www.counseling.org](http://www.counseling.org)

IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

*To Serve, To Lead, To Transform*

A. *Mission of the School of Education and Psychology*: Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. *Goal of the School of Education and Psychology*: The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. *Core Curricular Experiences and Learning Outcomes*:

1. As a *Caring Person*, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective *counseling, prevention, and intervention*;
   (b) service to clients who represent *diverse populations*; and
   (c) *advocacy* to better the lives of individuals and communities.
2. As an **Informed Facilitator**, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful **assessment** that facilitates a plan of action,
   (b) **diagnosis** leading to appropriate treatment, and
   (c) promoting optimal **academic development** in the school setting.

3. As a **Reflective Decision Maker**, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct **research** that contributes to the knowledge base of the profession;
   (b) critically evaluate research and apply current information to decision making; and
   (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a **Committed Professional**, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
   (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice;
   (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
   (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
   (e) leading in the development and management of counseling practice in a clinical or school setting.

V. **KNOWLEDGE AND SKILL OUTCOMES:**

Upon successful completion of this course, students should be able to:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. [CACREP MH-B1, D9]*

2. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. [CACREP MH-D1]

3. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities. [CACREP MH-D3]

4. Apply effective strategies to promote client understanding of and access to a variety of community resources. [CACREP MH-D4]

5. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and system modalities for initiating, maintaining, and terminating counseling. [CACREP MH-D5]

6. Demonstrate the ability to use procedures for assessing and managing suicide risk. [CACREP MH-D6]
7. Apply current record-keeping standards related to clinical mental health counseling. [CACREP MH-D7]

8. Demonstrate the ability to recognize their own limitations as a clinical mental health counselor and seek supervision or refer clients when appropriate. [CACREP MH-D9]

9. Maintain information regarding community resources to make appropriate referrals. [CACREP MH-F1]

10. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. [CACREP MH-C7, G2, H2]

11. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. [CACREP MH-H3]

12. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. [CACREP MH-L1]

13. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. [CACREP MH-L3]

* Identifiers between brackets refer to the Clinical Mental Health (MH) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), to which the given course expected outcome contributes.

VI. METHODS OF INSTRUCTION:

This course will utilize a number of instructional methods, including case presentations and discussions; written client notes and reports; individual and group supervision; peer review; and audiovisual case reviews.

VII. DIVERSITY CONSIDERATIONS:

Counselors need to develop proficiencies for working with clients from diverse backgrounds to ensure that all clients have equal opportunity to achieve a desired level of emotional and psychological well-being. To help students develop expertise on how to create an effective therapeutic environment for diverse clients, this course facilitates the opportunity to provide direct counseling services to clients from diverse backgrounds. Issues related to client diversity will be discussed and addressed in the individual and group supervision context.

VIII. INCORPORATION OF TECHNOLOGY:

During this semester, students will be recording their counseling sessions with all of their clients. Students will also need to review and analyze these audiovisual recordings and present them during individual and group supervision for discussion. In addition, students will utilize computer software to complete all client file documentation and practicum logs.
IX. INCORPORATION OF RESEARCH:

1. Students:

Due to the nature of this course, students will spend the majority of their time engaged in practice-oriented, experiential learning, rather than research-oriented activities.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into group supervision the professional literature resources listed below. Other research resources will be included as appropriate.


X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

This course will enable students to develop practical counseling skills that will promote the psychological well-being of humankind, thus demonstrating the commitment to service inherent in the concept of servant leadership and the Christian worldview.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport](http://www.southern.edu/disabilitysupport).

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.
2. **Academic Integrity:**

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

**Instructor Responsibilities:**

a) The instructor will explain clearly the requirements for assignments, examinations, and projects.

b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

**Student Responsibilities:**

a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.

b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.

c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.

2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.

3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.

4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.

5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current *Counseling Student Handbook*. 
3. **Attendance and Participation:**

   Students are expected to be present and punctual. Students’ participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.

4. **Make-up or Late Work and Extra-credit:**

   All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student’s responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should submit the project “as-is” for partial credit. Note that there are no extra-credit assignments in this course.

5. **Counselor Development**

   Counselors are individuals who are trained to help clients learn how to relate better to themselves as well as others. The focus in counseling is on intrapersonal, as well as interpersonal, growth. Successful counselors nurture the following attributes: self-knowledge, competence, good psychological health, trustworthiness, honesty, strength, warmth, active responsiveness, patience, sensitivity, tolerance, and holistic awareness. Counselors will be able to facilitate better what they themselves have learned. Their self-understanding must be rich and multidimensional. Thus, counselors should always work to become comfortable with their own self-development process. Counter-transference issues should always be examined and addressed in healthy ways. Students will need to understand that, as counselors-in-training, they will be encouraged to examine counter-transference issues as those issues emerge. The process may feel quite uncomfortable at first, but it is only through honest self-examination that students will be able to fully mature as counselors. Students will be expected to use the opportunities provided while enrolled in this course to challenge themselves to grow as individuals and as professional counselors.

6. **Enrollment and Completion of Total Number of Hours:**

   Students must be registered for at least 1 academic credit of COUN 583 Clinical Internship during any semester in which they are collecting hours towards the 100-hour total required. If a student has registered for the two (2) academic credits required but has not completed the 100 clock hours, they will need to register for 1 additional academic credit each semester until the 100 clock hours are complete.

7. **Course Evaluation:**

   Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part
of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

XII. COURSE REQUIREMENTS AND ASSESSMENT:

1. Attendance and Participation in Group Supervision:

   a) Students will be required to attend a 1 ½ hour of weekly group supervision. One percentage point will be subtracted from the final grade for any meeting missed during the semester, regardless of the nature of the scheduling problem. Three (3) late arrivals to group supervision equals one (1) absence.

   b) Participation is judged important because it:
      • fosters an interactive learning environment that includes the self as well as peers
      • allows the instructor to immediately assess if course content is being accurately understood
      • gives the opportunity for development of critical thinking as well as communication skills

As part of their participation in group supervision, students will be required to read Seligman’s “Fundamental Skills for Mental Health Professionals.” Issues addressed in the text will form the basis for discussion time. Students will be encouraged to bring forward items of particular interest to them or to raise questions for group discussion. In this way, students will contribute to a collegial learning experience.

An assessment of progress exercise appears at the end of each chapter in the Seligman’s text. These exercises are useful tools for self-reflection and personal growth. Students are encouraged to thoughtfully complete these, as they work through the text, and to bring them to group discussion.

Students will also be required to keep a personal journal in order to think about the issues raised in the text and to develop better awareness as developing clinicians. They may make selections from the list of PJQ (personal journal question) at the end of each chapter to be included in their journals. Student journals will be reviewed for completeness, and participation credits will be granted at the end of the semester.

In addition, at least one video recorded counseling session will be presented in group supervision by each student during the course of the semester. This should be done professionally, using the Self-Evaluation of Recorded Counseling Session Form. At the conclusion of the presentation, the student will receive from the faculty supervisor and peers completed Evaluation of Recorded Counseling Session Forms, as found in the CMHC Practicum
Manual. Confidentiality regarding discussion of these sessions must be strictly maintained at all times by each group participant.

2. **Individual Supervision:**

   One clock hour of weekly individual supervision and case discussion will need to be scheduled with the faculty supervisor for the entire duration of the semester, regardless of whether or not the student is seeing individual clients at any given time.

   Video recordings of client sessions will need to be brought in to individual supervision on a weekly basis (failure to do so regularly will result in loss of credit). Portions of the recording that highlight positive as well as problematic areas should be presented for discussion with the faculty supervisor. This will need to be organized and thoughtfully planned before presentation, with tapes queued to the designated spot. Students will also be required to bring to individual supervision, for each video recording presented, the *Self-Evaluation of Recorded Counseling Session Form* found in the CMHC Practicum Manual.

2. **Completion of Direct Client Contact Hours:**

   Students will be assigned clients from a referral list of individuals (couples or families) who have contacted the faculty supervisor seeking counseling services. The faculty supervisor will screen and assign appropriate referrals to students. Counseling sessions involving direct, face-to-face contact with these clients will accrue toward the minimum of 40 direct contact hours required in the practicum experience. In order to accumulate these 40 clock hours of direct counseling, students will need to carry a load of approximately 3 clients throughout the semester. Students must be registered for at least 1 academic credit of COUN 583 Clinical Internship during any semester in which they are collecting hours towards the 100-hour total required.

3. **Record-Keeping and Client Charts:**

   Client charts are to be maintained in locked cabinets in the Counseling Suite and are **under no circumstances** to be removed from the designated area. Reports and progress notes will be written using the computers available in the Clinical Mental Health Practicum Clinic only. Using personal computers to work on client documents or progress notes will be strictly prohibited, as well as taking home this kind of documentation at any given time.

   Client charts will include the following sections:

   a) **Clinical Intakes:** Clinical intakes MUST be **completed** within two client sessions. Intake reports MUST be submitted in the first individual supervision meeting following the second session with the client. (Ideally, intake reports will be submitted after the first session with the client). This is the first deadline to be met. Ensure that intakes are typewritten. This section is worth 20% of the final grade.

   b) **Treatment Plans:** Treatment plans must be submitted after the second session with a client (by the next supervision meeting scheduled). If revisions are required, they must
be submitted within one week.

c) **Progress Notes:** Brief progress notes should follow the S.O.A.P. format, i.e. succinct statements of:

(S ubjective experience of client)—Information about the problem from the client’s perspective—client’s thoughts, feelings, goals.

(O bjective observations)—Information on the content of the session and any important experiences or concrete changes in the client. Factual observations made by counselor (including physical, interpersonal, or psychological findings noted by counselor—affect, appearance, client strengths, mental status, responses to counseling process)

(A nalysis)—Making sense of the data referred to in the previous two sections, interpreting or commenting on the significance of that information. At this point, an appropriate DSM-V diagnosis could also be noted in the first note and modified later if needed.

(P lan/s)—In this last section of the progress note, clinicians develop both short- and long-range plans. Particular attention is paid to suggested between-session tasks, important topics that need to be discussed further, other issues needing attention, and plans for future interventions. Include date of next session, proposed interventions, homework assigned etc.

These notes are to be written up on the SAME DAY THAT THE CLIENT IS SEEN. Students should discipline themselves in order to write up progress notes right after each session. Notes are expected to be typewritten. Progress notes must be signed by the student, dated, and brought each week to individual supervision for signing off by the faculty supervisor.

d) **Termination and/or Transfer Summaries:** These summaries must be submitted in the next supervision session following termination and/or transfer. All paperwork must be complete and signed off by the last individual supervision period of the semester.

4. **Completion of Indirect Practicum Hours:**

Students will be required to complete at least 60 clock hours of practicum work which do not include direct, face-to-face contact with clients and/or their significant others. They will instead involve a variety of other professional activities reflecting the work experience of a professional counselor.

These activities will include the following:

- Attending one (1) clock hour of individual supervision every week.
- Attending one-and-a-half (1 ½) clock hours of group supervision every week.
- Observing peer counseling sessions and providing feedback.
• Writing treatment plans, intake reports, progress notes, and termination/transfer summaries, as well as any other pertinent record-keeping activity.
• Using assessment instruments.
• Consulting with counselors, psychologists, social workers, physicians, supervisors, and/or other professionals concerning clients when needed, as well as making referrals.
• Reviewing DVDs that contain recorded counseling sessions, and reflecting on professional practice as demonstrated in the recordings.
• Reading extracurricular psychiatry and psychology textbooks, relevant texts, self-help materials, journal articles, and online information with the specific purpose of learning how to best treat a particular client who has been assigned to the student’s case load.
• Attending counseling conferences, seminars, or workshops for professional development, if they have been required by the faculty supervisor, and as part of professional development activities provided or encouraged by the Clinical Mental Health Counseling program.

**Important Note:** Hours spent completing other courses in the Clinical Mental Health Counseling program or assignments for other courses in the program, as well as attending conferences, seminars or workshops that have not been required by the faculty supervisor, cannot be counted toward indirect practicum hours.

3. **Peer Supervision:**

It is expected that students will make full use of the opportunity to review video recordings of their own sessions, in order to observe and reflect on their roles as counselors. Therefore, each student will be required to participate in at least two (2) sessions of peer supervision where he/she and a colleague (fellow student) will view their recordings and give each other feedback. This must only take place in the Counseling Suite. Again, attention must be carefully paid to confidentiality issues.

4. **Clinical Mental Health Counseling Practicum Manual Forms:**

Students will be required to submit all forms included in the Clinical Mental Health Counseling Practicum Manual at the indicated times during the semester. Evaluation files for each student enrolled in this course will be carefully kept and audited periodically. All forms must be completed, according to the CMHC Practicum Manual stipulations, and placed inside these files as time progress during the semester. Students whose files remain incomplete by the end of the semester will receive a final grade of “F” for this course.

5. **Bibliography of Professional Resources:**

Students will collect professional resources including books, videos, assessment questionnaires, etc., during the course of the semester. An annotated bibliography of resources will be submitted in the final supervision session.
XIII. COURSE GRADING SYSTEM:

1. Testing Methods:

   Given the practical nature of this course, quizzes and major exams will not be administered. Evaluation will instead be conducted through participation in professional activities associated with the provision of counseling services.

2. Grading Criteria:

   The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The Expected Outcome column indicates the specific desired outcomes (refer to this syllabus section V-Knowledge and Skill Outcomes) being assessed by the given requirement.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation in Group Supervision (including video recording presentation and journal entries)</td>
<td>60</td>
<td>15</td>
<td>1 - 13</td>
</tr>
<tr>
<td>Completion of Direct Client Contact (approximately 3 clients) Hours</td>
<td>60</td>
<td>15</td>
<td>1 – 13</td>
</tr>
<tr>
<td>Record-Keeping and Client Charts</td>
<td>80</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Completion of Indirect Practicum Hours</td>
<td>20</td>
<td>5</td>
<td>1 - 13</td>
</tr>
<tr>
<td>Individual Supervision</td>
<td>60</td>
<td>15</td>
<td>1 - 13</td>
</tr>
<tr>
<td>Peer Supervision</td>
<td>20</td>
<td>5</td>
<td>1 - 13</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling Practicum Manual Forms</td>
<td>80</td>
<td>20</td>
<td>1 - 13</td>
</tr>
<tr>
<td>Bibliography of Professional Resources:</td>
<td>20</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

3. Distribution of scores:

   The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>376 – 400</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>360 – 375</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>Grade</td>
<td>Minimum</td>
<td>Maximum</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>B+</td>
<td>348 – 359</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>336 – 347</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>320 – 335</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>308 – 319</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>296 – 307</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>280 – 295</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>268 – 279</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>256 – 267</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>240 – 255</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 239</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

4. **Evaluation Feedback:**

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above, and in order to complete it, the instructor will fill out the *Evaluation of Personal and Professional Dispositions* form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student requests it. Results will be submitted to students’ academic advisers and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty adviser and the student, whether or not there are reasons for concern.

XIV. **COURSE CALENDAR:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Content Area</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| W –   | • Discussion of course syllabus and CMHC Practicum Manual  
       • Students roles and responsibilities as counselors-in-training  
       • Review of counseling supervision models, and discussion of models, practices, and processes implemented in the CMHC Practicum Clinic  
       • Ethical standards of practice | II.G1.b Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization, collaboration and communications  
II.G1e Counseling supervision models, practices, and processes  
II.G1j Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | |
| W –   | • Counselors-in-training responsibilities during a crisis, disaster or other trauma-causing event  
       • CMHC Practicum Clinic Crisis Response Plan | II.G1c Counselors roles and responsibilities as members of an interdisciplinary emergency management team during a local, regional, or national crisis, disaster or other trauma-causing event | |
| W –   | • Goals for the Provision of Counseling Services  
       • Becoming an Effective Clinician  
       • Antecedents to Effective Skill Development | II.G5.a An orientation to wellness and prevention as desired counseling goals.  
II.G5.b Counselor characteristics and behaviors that influence helping processes | ➤ Chapter 1 & 2 |
| W –   | • Using Questions to Effectively Gather Information and Understand Background | II.G5.c Essential interviewing and counseling skills | ➤ Chapter 3 |
| W – | • Additional Skills Used to Gather Information and Understand Background | II.G5.c Essential interviewing and counseling skills | ➢ Chapter 4 |
| W – | • Using Fundamental Skills to Elicit and Clarify Emotions | II.G5.c Essential interviewing and counseling skills | ➢ Chapter 5 |
| W – | • Using Fundamental Skills to Contain and Change Emotions | II.G5.c Essential interviewing and counseling skills | ➢ Chapter 6 |

**MIDTERM BREAK – / to /**

| W – | • Using Fundamental Skills to Elicit, Identify, Assess, and Modify Thoughts and Accompanying Emotions and Actions | II.G5.c Essential interviewing and counseling skills | ➢ Chapter 7 |
| W – | • Additional Skills Used to Elicit, Identify, Assess, and Modify Thoughts | II.G5.c Essential interviewing and counseling skills | ➢ Chapter 8 |
| W – | • Using Fundamental Skills to Identify, Assess, and Change Actions and Behaviors | II.G5.c Essential interviewing and counseling skills | ➢ Chapter 9 |
| W – | • Additional Skills Used to Identify, Assess, and Change Actions and Behaviors | II.G5.c Essential interviewing and counseling skills | ➢ Chapter 10 |
| W – | • Peer Supervision | | |

**THANKSGIVING BREAK – / to /**

| W – | • Peer Supervision | | |
| W – | • Peer Supervision | | Personal Journal and All Semester Evaluation Forms Due |

**FINAL EXAMS WEEK – / to /**
REFERENCE LIST


Students are also strongly encouraged to spend time watching videos/DVDs from the collection available in the Teaching Materials Center (TMC) on counseling theories, techniques, and psychological issues. Students may record time spent on such activity in their practicum logs.