



Course Syllabus Semester Year

Field Practicum

COUN 6XX (35)

TBD 4:10-7:10 PM – TBD

Instructor:

E-mail address:

Telephone:

Office:

Office hours:

Audio Call-In:

Video:

Course Description: Practicum completion is a two-part process that includes Individual Practicum and Field Practicum, which must be taken over the span of two semesters. Field practicum serves as the first external training placement in the Counseling Program's practicum and internship training series. This placement offers the counselor-in-training introductory exposure, experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. Field Practicum provides the counselor-in-training with a full semester to acclimate to the training site and begin establishing relationships with supervisors as well as other professionals working at the training site. The counselor-in-training will provide counseling services to a small number of assigned clients or students (at least two individuals), depending on the training site. During field practicum, a minimum of 20 direct contact hours and 30 indirect hours must be completed over the span of a 15-week semester. In addition to these hours, an on-site one-week intensive of 30-40 additional training hours must be completed. The counselor-in-training is supervised by both a designated on-site supervisor and the individual's UAF faculty supervisor. The field practicum is designed to provide the counselor-in-training with not only the counseling experience, but also with greater experience in all aspects of professional functioning. Upon successful completion of Field Practicum, the counselor-in-training will advance to Internship I at the training site.

Direct hours are defined as: Face-to-face time with clients (individual, family, & group) in: counseling, psychoeducation, testing, case management, consultation, or other direct services to clients.

Indirect hours are defined as: Counseling-related tasks, research on client issues, documentation, tape review, shadowing of other providers or professionals working with clients or students, supervision (individual & group), and other agency duties.

Prerequisites: Practicum (COUN 634); admittance to the Counseling program or School Counseling Certification program; or permission of instructor

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Self-care strategies appropriate to the counselor role (*f.1.l*)
2. Evidence-based counseling strategies and techniques for prevention and intervention (*f.5.j*)
3. Strategies for personal and professional self-evaluation and implications for practice (*f.1.k*)
4. The role of the counseling supervision in the profession (*f.1.m*)
5. Multicultural counseling competencies (*f.2.c*)
6. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (*f.3.g*)
7. Theories and models of counseling (*f.5.a*)
8. A systems approach to conceptualizing clients (*f.5.b*)
9. Development of measurable outcomes for clients (*f.5.i*)
10. Essential interviewing, counseling, and case conceptualization skills (*f.5.g*)
11. Suicide prevention models and strategies (*f.5.l*)
12. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (*f.5.m*)
13. Processes for aiding students in developing a personal model of counseling (*f.5.n*)
14. Methods of effectively preparing for and conducting initial assessment meetings (*f.7.b*)
15. Procedures for identifying trauma and abuse and for reporting abuse (*f.7.d*)
16. Identification of evidence-based counseling practices (*f.8.b*)
17. Development of school counseling program mission statement and object (SC.3.a)
18. Design and evaluation of school counseling programs (SC.3.b)
19. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (SC.3.c)
20. Interventions to promote academic development (SC.3.d)
21. Use of developmentally appropriate career counseling interventions and assessments (SC.3.e)
22. Techniques of personal/social counseling in school settings (SC.3.f)
23. Strategies to facilitate school and postsecondary transitions (SC.3.g)
24. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (SC.3.h)
25. Approaches to increase promotion and graduation rates (SC.3.i)
26. Interventions to promote college and career readiness (SC.3.j)
27. Strategies to promote equity in student achievement and college access (SC.3.k)
28. Techniques to foster collaboration and teamwork within schools (SC.3.l)

29. Strategies for implementing and coordinating peer intervention programs (*SC.3.m*)
30. Use of accountability data to inform decision making (*SC.3.n*)
31. Use of data to advocate for programs and students (*SC.3.o*)
32. Community resources and referral sources (*SC.2.k*)
33. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (*SC.2.e*)
34. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (*CMHC.1.c*)
35. Record keeping, third part reimbursement, and other practice and management issues in clinical mental health counseling (*CMHC.2.m*)
36. Impact of crisis and trauma on individuals with mental health diagnoses (*CMHC.2.f*)
37. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (*CHMC.3.a*)
38. Techniques and interventions for prevention and treatment of a broad range of mental health issues (*CHMC.3.b*)
39. Strategies for interfacing with the legal system regarding court-referred clients (*CMHC.3.c*)
40. Strategies for interfacing with integrated behavioral health care professionals (*CHMC.3.d*)
41. Strategies for advocating for persons with mental health issues (*CMHC.3.e*)

Required Texts:

- Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Belmont, CA: Wadsworth Publishing Company, Brooks/Cole. ISBN 0-534-36471-3
- Briere, J. & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2nd ed). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1483351247
- Cohen, J. & Mannarino, A. (2012). *Trauma-focused CBT for children and adolescents: Treatment applications*. New York, NY: Guilford Publications, Inc. ISBN-10: 1462527779
- Falender, C. A., & Shafranske, E. P. (2012). *Getting the most out of clinical training and supervision: A guide for practicum students and interns*. Washington, DC, US: American Psychological Association. ISBN-10: 1433810492
- University of Alaska Fairbanks Graduate Program in Counseling. (2016). *Internship manual for master's degree in counseling* (Rev. ed.). Fairbanks, AK: Author.
(Will be provided to the student by the first day of class session)

Required Readings:

- American Psychological Association [APA], Presidential Task Force on Evidence-Based Practice. (2006). *Evidence-based practice in psychology*. *American Psychologist*, 61(4), 271-285.
doi: <http://dx.doi.org/10.1037/0003-066X.61.4.271>
- Chow, D. L., Miller, S. D., Seidel, J. A., Kane, R. T., Thornton, J. A., & Andrews, W. P. (2015). *Te role of deliberate practice in the development of highly effective psychotherapists*. *Psychotherapy*, 52(3), 337-345. doi:10.1037/pst0000015
- Dadlani, M. B., Overtree, C., & Perry-Jenkins, M. (2012). Culture at the center: A reformulation of

- diagnostic assessment. *Professional Psychology: Research And Practice*, 43(3), 175-182. doi:10.1037/a0028152
- Dalenberg, C. J. (2014). On building a science of common factors in trauma therapy. *Journal of Trauma & Dissociation*, 15(4), 373-383. doi:10.1080/15299732.2014.903458
- Ivanovic, M., Swift, J. K., Callahan, J. L., & Dunn, R. (2015). A multisite pre/post study of mindfulness training for therapists: The impact on session presence and effectiveness. *Journal of Cognitive Psychotherapy*, 29(4), 331-342. doi:10.1891/0889-8391.29.4.331
- Martin, D.J., Garske, J.P., & Davis, M.K. (2000). Relation of the therapeutic alliance with outcome and other variable: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, 68(3), 438-450. doi: 10.1037/0022-006X.68.3.438
- Pedersen, P. B., Crethar, H. C., & Carlson, J. (2008). Integral skills: Microskills for inclusive cultural empathy. In *Inclusive cultural empathy: Making relationships central in counseling and psychotherapy* (1st Ed.) (pp. 181-198). Washington, DC, US: American Psychological Association. doi:10.1037/11707-009
- Sperry, L., & Sperry, J. (2012). *Case conceptualization: Mastering this competency with ease and confidence*. New York, NY, US: Routledge/Taylor & Francis Group.
- Verbeck, E. G., Arzoumanian, M. A., Estrellado, J. E., DeLorme, J., Dahlin, K., Hennrich, E., & ... Dalenberg, C. (2015). Religion, spirituality, and the working alliance with trauma survivors. In D. F. Walker, C. A. Courtois, J. D. Aten, D. F. Walker, C. A. Courtois, J. D. Aten (Eds.), *Spiritually oriented psychotherapy for trauma* (pp. 103-126). Washington, DC, US: American Psychological Association. doi:10.1037/14500-00

Required Websites:

CPT Web: A Web-Based Learning Course for Cognitive Process Therapy. <https://cpt.musc.edu/>

Palouse Mindfulness [MSBR]: Mindfulness-Based Stress Reduction.
<http://palousemindfulness.com/>

TF-CBT Web: A Web-Based Learning Course for Trauma-Focused Cognitive-Behavioral Therapy. <https://tfcbt.musc.edu/>

Recommended Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Recommended Web Sites:

Alaska Department of Health and Social Services; Office of Children's Services: Report Child Abuse in Alaska Training:

<http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/welcome.aspx>

American Counseling Association (ACA) Code of Ethics:

<http://www.counseling.org/knowledgecenter/ethics>

American School Counselor Association (ASCA) Ethical Standards for School Counselors:

<http://www.schoolcounselor.org/school-counselors-members/legal-ethical#.U36Au8duRTE>

National Association for Addiction Professionals (NAADAC):

<http://www.naadac.org/education/webinars>

National Institute of Mental Health: <http://www.nimh.nih.gov/index.shtml>

Instructional Methods/Delivery Format:

Student membership consists of both local and audio/video participants. Blackboard will be utilized to post shared documents, external links, discussion board posts, and assignment information. Class session is a combination of didactic and experiential activities. Half the class time will be spent in discussion of the course readings and how they apply to the internship placement settings/populations – this is sometimes led by the instructor and sometimes by the students. The other half of the class consists of discussion and feedback regarding internship site activities.

Video Conferencing: It is highly recommended all distance-based students utilize video conferencing. Video conferencing has a system called Pexip that is a very easy video option. There is no set-up time and nothing to download, so any student can connect to class in this format any time you cannot be there in person. Students log in to the website on their browser and get connected to class. If you get dropped from class for any reason, you can easily get back on the browser and re-login (no need to call videoconferencing as was the past practice). When you are ready to join the conference (our class session), go to: <https://vcs-web.h323.alaska.edu/webapp>

The conference ID is:

The pin is:

If you have any questions or concerns, please do not hesitate to contact video conferencing: from Fairbanks call **450-8390**, outside Fairbanks call **1-800-910-9601** or email video@alaska.edu.

Course Requirements:

1. Graduate seminars require a high level of personal involvement, accountability, and integrity (See Course Policies). Thus, regular attendance, preparation, and participation in class discussions is expected as part of your professional development.
2. Students are expected to come to class fully prepared to participate in class discussions by having completed the required readings or activities before coming to class.
3. Students are expected to adhere to both the American Counseling Association and the American School Counselor Association codes of ethical behavior and standards of practice, as well as the Alaska School Counselor Association School Counselor Performance Standards.
4. Students are expected to keep any personal information or views shared in class confidential; communicate in a timely manner any questions, concerns, conflicts, or needs to the appropriate supervisory personnel; and demonstrate teamwork, mutual respect, leadership, and an openness to professional feedback.
5. Students are expected to complete all written course assignments and presentations on time; likewise, all evaluation materials are to be completed and turned in to the course instructor on the final class session.

Course Assignments:

All assignments need to be turned in via the Assignments link on blackboard.

Students are required to:

1. By the first day of Field Practicum commencing, students must complete and turn in the following paperwork: (a) UAF Field/Practicum Internship Agreement Form; (b) UAF Counseling Program Informed Consent Document; (c) Supervisor Information Sheet; and (d) Proof of Liability Insurance. In addition, students must submit their annual disclosure statement to the Counseling Program's Graduate Advisor.
2. Complete a semester long Field Practicum spanning the entire 15 week semester. This practicum requires completing 20 direct service hours, 30 indirect service hours, and an on-site 1 week intensive comprised an additional 30-40 hours. Students must remain active in their Field Practicum placements for the entire semester regardless of whether or not they complete their hours prior to that time frame. A commitment has been made to your agency or school, as well as to the clients and/or students, and the other employees. You must honor that commitment for the entire semester.
3. Complete and turn in a weekly log of their on-site activities, along with case notes for all on-going individual and group counseling sessions (see Practicum/Internship Manual for examples). These logs are meant to keep your instructor informed regarding your activities, but also to assist you in evaluating your internship experience to further your professional development. The logs serve their purpose best if they are completed in a timely fashion – if logs are not turned in for a week, it is assumed the student did not complete internship hours and therefore they will not be counted towards the final log of hours.
4. Coordinate three (3) site visits with the on-site supervisor(s) and UAF supervisor(s) per semester (see Practicum/Internship Manual for specific requirements, timelines, and forms). The mid-term visit should also encompass an observation of the intern taking the lead with students/clients in an activity appropriate to their placement (i.e., elementary interns facilitating a classroom guidance lesson; community interns facilitating an individual or group counseling session). Scheduling site visits is the student's responsibility; failure to schedule visits in a timely manner will result in the student receiving a letter grade of no higher than "C".
5. Complete at least one intensive week at their internship site placement (30-40 hour work week). This week needs to be approved by your site and university supervisor.
6. Lead class discussion at least once per semester based on the assigned readings. The facilitation should not mirror what is read in the text, but rather should take the content further to enhance the learning of all. Keep the discussion interesting, practical and relevant.
7. Complete three online trainings include Cognitive Process Therapy, Trauma-Focused Cognitive Behavior Therapy, and Mindfulness Based Stress Reduction.
8. Write a reaction to a "think about it" question posted weekly to blackboard. Reflections on will be due no later than ***two days prior to class session***. The assigned posts will need to be at least two-three paragraphs in length and posted on blackboard. Critical reflection and thought on material and in class discussions is required. Each person is required to respond to one other posts with a thoughtful critical thinking response of at least one paragraph, prior to class session (see rubric below).

Acceptable Discussion Board Responses	Unacceptable Discussion Board Responses
Posted in time for others to read and respond	May not be made in time for others to read and respond
Deliver information that is full of thought, insight, and analysis	Are rudimentary and superficial; there is little evidence of insight or analysis
Make connections to previous or current course content, literature from the field, and/or real-life	Contribute few ideas, connections, or applications
Contain rich and fully developed ideas, connections, or applications	May be off topic

9. Complete a four phase Organizational Analysis (12-15 page paper) of your training site. **Phase one** will consist of a description of the training site, its mission, strategic plan, and primary stakeholders of the site's services. **Phase two** should describe the site's organizational structure including funding sources, governance, administration, and personnel. Describe the each group or role within the organization and their position within the organizational structure. Provide an organizational chart followed by a description the site's lines of authority and decision making processes. Describe the site's emergency or crisis management plan. This should include mandatory reporting procedures. Finally, discuss community agencies and/or service providers who frequently interface with your training site, such as another agency typically utilized by your site's primary stakeholders. Other possibilities may include agencies that serve as a referral source, collaborator, or partner agency. **Phase three** will consist of a summary of the programs and services offered by the site. Describe the methods, tools, resources, curriculums, and/or efforts employed by the site to deliver its services and programs (i.e. comprehensive guidance and counseling curriculum or Mindfulness Based Stress Reduction Weekend Workshop). **Phase four** requires you to collaborate with your site supervisor, other on-site professionals, and administrators to identify the site's strengths, as well as challenges that face the site. Describe and reflect on the site's current efforts to grow their strengths and address their challenges.
10. Complete an in-depth case conceptualization regarding a client/student at the student's field practicum site. This assignment will be broken into 3 phases and feedback will be provided at each phases of development. Students should use the appropriate case conceptualization format in the Practicum/Internship Manual. Students will present their case conceptualization to the class for consultation purposes.
11. Keep track of internship hours (both direct and indirect). Logs of hours will be collected once mid semester and again prior to the last class session. The final log should have the cumulative grand total hours for the semester. Please refer to the log of hours sheet and example in the Practicum/Internship Manual.
12. Ensure supervisors complete and discuss the final internship paperwork including the Field Practicum/Internship Checklist, Professional Characteristics Feedback Form (PCFF), and Site Supervisor Evaluation Form. These forms should be completed and discussed with your supervisor by the final internship site visit – then turned in with the final log prior to the last class session.

Grading Policy:

Grades will be determined by the course instructor based primarily on the degree to which students have demonstrated that they have met the objectives as outlined above, and as listed on the Checklist, Supervisor Evaluation, and PCFF forms contained in the *Practicum/Internship Manual*. In addition, the instructor will take into account whether the student demonstrates a clear understanding of the counseling process as shown through the student's ability to articulate a concise explanation of his or her working model of counseling. Attendance in class and completion of all assignments in a manner acceptable for graduate level course work is needed to earn a passing grade in the course. According to Program requirements, students **MUST PASS** Practicum/Internship courses (F634, F635, F636, F686, F 687, F688) to complete their degree requirements. Students who do not complete all the required hours and site visitation for Field Practicum will receive a deferred grade (D/F). It will remain a D/F on your transcript until the students completes what is necessary to receive a grade.

Note: In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in order to continue on in the program. The faculty will evaluate the student's professional characteristics in relation to their ability to become a viable member of the counseling community. Students will meet with the faculty following each evaluation and the results of the evaluation will be discussed. *Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.*

Course Policies

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

Incomplete Grades: An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar

Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact the instructor regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview; Introductions; Practicing under clinical supervision; Competency-based supervision; Meeting a new client; Documentation	Syllabus & Field Practicum/Internship Manual Falender, Ch 1-2 Brems, Ch 1	Introduction of Site Placement; Initial Paperwork (Agreement, Informed Consent; Supervisor Information); Weekly Log; BB Posting	f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;
2	Good supervision; Clinical competency and diversity; Self-care; Cognitive process therapy; Common factors & therapeutic alliance	Falender, Ch 3-4 Brems, Ch 9 Dalenberg, 2014 Martin et al., 2000	Weekly Log; BB Posting Begin CPT Web Training	f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;
3	Managing ruptures and strains on therapeutic alliance; Use of self in counseling; Microskills and cultural empathy; Evidence based practice	Falender, Ch 5-6 Pedersen et al., 2008; CPT Web; APA, 2006	Weekly Log; BB Posting Phase 1 Organizational Analysis Complete CPT Web	f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;
4	Case conceptualization; Practicing ethically; Deliberative practice	Falender, Ch 7-8 Chow et al., 2015	Weekly Log; BB Posting; Part 1 Case Conceptualization	f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;
5	Transforming to effective supervision; Becoming a reflective counselor; Medical Involvement and Psychological complexity; Trauma Focused Cognitive Behavioral Therapy	Falender, Ch 9-10 Brems, Ch 3-4 TF-CBT Web	Weekly Log; BB Posting; Begin TF-CBT Web	f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;

6	Crisis assessment and intervention; Child abuse and neglect; Defining, identifying, and assessing trauma	Brems, Ch 5 & 9 Brier, Ch 1-3	Weekly Log; BB Posting; Part 2 Case Conceptualization Complete TF-CBT Web	<i>f.1.l; f.5.j; f.1.k;</i> <i>f.1.m; f.2.c; f.3.g;</i> <i>f.5.a; f.5.b; f.5.j;</i> <i>f.1.k; f.1.m; f.2.c;</i> <i>f.3.g; f.5.a; f.5.b;</i> <i>f.5.i; f.5.g; f.5.l;</i> <i>f.5.m; f.5.n; f.7.b;</i> <i>f.7.d; f.8.b;</i>
7	Threats of suicide and violence Applying TF-CBT in Schools, Foster Care, and Residential settings; MBSR	Brems, Ch 6 & 7 Cohen, Ch 1-3 Ivanovic et al., 2015	Weekly Log; Mid-term site visit; Student observation; Phase 2 Organizational Analysis Begin MBSR Online	<i>f.1.l; f.5.j; f.1.k;</i> <i>f.1.m; f.2.c; f.3.g;</i> <i>f.5.a; f.5.b; f.5.j;</i> <i>f.1.k; f.1.m; f.2.c;</i> <i>f.3.g; f.5.a; f.5.b;</i> <i>f.5.i; f.5.g; f.5.l;</i> <i>f.5.m; f.5.n; f.7.b;</i> <i>f.7.d; f.8.b;</i>
8	Culture and Diagnosis; Central Issues & Psychoeducation in Trauma Treatment	Dadlani et al., 2012 Brier, Ch 4-5 Cohen, Ch 4	Weekly Log; BB Posting Continue MBSR Online	<i>f.1.l; f.5.j; f.1.k;</i> <i>f.1.m; f.2.c; f.3.g;</i> <i>f.5.a; f.5.b; f.5.j;</i> <i>f.1.k; f.1.m; f.2.c;</i> <i>f.3.g; f.5.a; f.5.b;</i> <i>f.5.i; f.5.g; f.5.l;</i> <i>f.5.m; f.5.n; f.7.b;</i> <i>f.7.d; f.8.b;</i>
9	Distress reduction, affect regulation, cognitive interventions for trauma; Play applications addressing trauma	Brier, Ch 6-8 Cohen, Ch 5	Weekly Log; BB Posting Phase 3 Organizational Analysis Continue MBSR Online	<i>f.1.l; f.5.j; f.1.k;</i> <i>f.1.m; f.2.c; f.3.g;</i> <i>f.5.a; f.5.b; f.5.j;</i> <i>f.1.k; f.1.m; f.2.c;</i> <i>f.3.g; f.5.a; f.5.b;</i> <i>f.5.i; f.5.g; f.5.l;</i> <i>f.5.m; f.5.n; f.7.b;</i> <i>f.7.d; f.8.b;</i>
10	Emotional process, identity & relational functioning, and mindfulness to address trauma; Trauma treatment for children experiencing disabilities	Brier, Ch 8-10 Cohen, Ch 6	Weekly Log; BB Posting; Part 3 Case Conceptualization Continue MBSR Online	<i>f.1.l; f.5.j; f.1.k;</i> <i>f.1.m; f.2.c; f.3.g;</i> <i>f.5.a; f.5.b; f.5.j;</i> <i>f.1.k; f.1.m; f.2.c;</i> <i>f.3.g; f.5.a; f.5.b;</i> <i>f.5.i; f.5.g; f.5.l;</i> <i>f.5.m; f.5.n; f.7.b;</i> <i>f.7.d; f.8.b;</i>
11	Acute and complex trauma; Religion, spirituality, and the working alliance with trauma survivors	Brier, Ch 11 Cohen, Ch 7 Verbeck et al., (2015)	Phase 4 Organizational Analysis Continue MBSR Online	<i>f.1.l; f.5.j; f.1.k;</i> <i>f.1.m; f.2.c; f.3.g;</i> <i>f.5.a; f.5.b; f.5.j;</i> <i>f.1.k; f.1.m; f.2.c;</i> <i>f.3.g; f.5.a; f.5.b;</i> <i>f.5.i; f.5.g; f.5.l;</i> <i>f.5.m; f.5.n; f.7.b;</i> <i>f.7.d; f.8.b;</i>
12	Psychobiology & psychopharmacology of trauma	Brier, Ch 12-13	Weekly Log; BB Posting; Final Case Conceptualizations Continue MBSR Online	<i>f.1.l; f.5.j; f.1.k;</i> <i>f.1.m; f.2.c; f.3.g;</i> <i>f.5.a; f.5.b; f.5.j;</i> <i>f.1.k; f.1.m; f.2.c;</i> <i>f.3.g; f.5.a; f.5.b;</i>

				<i>f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</i>
13	TF-CBT applications for children in military families and international settings	Cohen, Ch 8-9	Weekly Log; BB Posting; Case Presentations Continue MBSR Online	<i>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</i>
14	Culturally modified TF-CBT (Latino, American Indian, and Alaska Native children)	Cohen, Ch 10-11	Weekly Log; BB Posting; Case Presentations Phase 4 Organizational Analysis Continue MBSR Online	<i>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</i>
15	Final Class Discussion		Weekly Log; Case Presentations; Final Paperwork (PCFF; Supervisor Eval.; Checklist; Final Log) Complete MBSR Online	<i>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</i>

Evaluation Component	CACREP 2016 Standard Assessed
Class Discussion/Blackboard Posts (Specialty area practice standards are met each week)	<i>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b; SC.3.a; SC.3.b; SC.3.c; SC.3.d; SC.3.e; SC.3.f; SC.3.g; SC.3.h; SC.3.i; SC.3.j; SC.3.k; SC.3.l; SC.3.m; SC.3.n; SC.3.o; SC.2.k; SC.2.e; CHMC.1.c; CHMC.2.m; CMHC.3.a; CMHC.3.b; CMHC.3.c; CMHC.3.d; CMHC.3.e</i>
Weekly Logs/Case Notes	<i>f.1.k, SC.3.c, SC.3.d, SC.3.e, SC.3.f, SC.3.g, SC.3.h, SC.3.i, SC.3.j, SC.3.k, SC.3.l, SC.3.m, SC.3.n, SC.3.o, 3E, CMHC 3.a, CHMC 3.b, CMHC 3.c, CHMC 3.d, CMHC 3.e</i>
Complete online CPT, TF-CBT, and MBSR	<i>f.5.j; f.5.a; f.5.i; f.5.m; f.5.n; f.8.b; CMHC.3.b;</i>
Organization analysis with emergency/crisis response plan	<i>f.3.g; f.5.l; f.5.m; f.7.b; SC.3.a; SC.3.b;</i>

	<i>SC.2.e; CHMC.2.m; CMHC.3.b; CMHC.3.c; CMHC.3.d; CMHC.3.e</i>
Site Visits & Observation	<i>f.5.j, f.1.k, SC.3.c, CHMC.3.b</i>
1 week intensive (30-40 hours) on-site	<i>SC.3.a; SC.3.b; SC.3.c; SC.3.d; SC.3.e; SC.3.f; SC.3.g; SC.3.h; SC.3.i; SC.3.j; SC.3.k; SC.3.l; SC.3.m; SC.3.n; SC.3.o; CMHC.3.a; CMHC.3.b; CMHC.3.c; CMHC.3.d; CMHC.3.e</i>
Case Conceptualization	<i>f.5.j, f.8.b, SC.3.d, SC.3.e, SC.3.f, SC.3.g, SC.3.h, SC.3.i, SC.3.j, SC.3.n, SC.3.m, CMHC 3.a, CHMC 3.b</i>
Final Paperwork (Supervisor Evaluation; PCFF; Site Checklist; Final Hours Log)	<i>f.1.k, SC.3.c, SC.3.d, SC.3.e, SC.3.f, SC.3.g, SC.3.h, SC.3.i, SC.3.j, SC.3.k, SC.3.l, SC.3.m, SC.3.n, SC.3.o, 3E, CMHC 3.a, CHMC 3.b, CMHC 3.c, CHMC 3.d, CMHC 3.e</i>

f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b; SC.3.a; SC.3.b; SC.3.c; SC.3.d; SC.3.e; SC.3.f; SC.3.g; SC.3.h; SC.3.i; SC.3.j; SC.3.k; SC.3.l; SC.3.m; SC.3.n; SC.3.o; SC.2.k; SC.2.e; CHMC.1.c; CHMC.2.m; CMHC.3.a; CMHC.3.b; CMHC.3.c; CMHC.3.d; CMHC.3.e

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.
COUNSELING SESSIONS	Misses one or more counseling sessions and/or does not come prepared to sessions with previous paperwork/prep completed (e.g. Inventory required not completed)	Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.	Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.	Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.

Papers

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentation

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
COLLABORATION	Collaboration is not evident between partners, with little to no cohesion and preparedness.	Collaboration is less than adequate between partners, with little cohesion and preparedness.	Collaboration is adequate between partners, with cohesion and preparedness.	Collaboration is exceptional between partners, with advanced cohesion and preparedness.