Course Syllabus
Field Practicum
COUN 635

Instructor:
E-mail address:
Telephone:
Office:
Office hours:
Audio Call-In:
Video:

Course Description: 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 40 direct contact hours and 60 indirect hours must be completed over the span of the 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 counseling experiences, but also greater experiences associated with professional functioning. Upon successful completion of Field Practicum, the counselor-in-training will advance to Internship I at the same 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: Required completed course work, admittance to the Counseling program or School Counseling Certification program, an approved field placement application, and 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 party 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:
(Will be provided to the student by the first day of class session)

Required Readings: (Please be advised the instructor has the right to add or adjust the reading throughout the semester.)


**Required Websites:**
- CPT Web: A Web-Based Learning Course for Cognitive Process Therapy. [https://cpt.musc.edu/](https://cpt.musc.edu/)
- TF-CBT Web: A Web-Based Learning Course for Trauma-Focused Cognitive-Behavioral Therapy. [https://tfcbt.musc.edu/](https://tfcbt.musc.edu/)

**Recommended Texts:**

The skills texted used in your pre-practicum course.

**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](http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/welcome.aspx)
- National Association for Addiction Professionals (NAADAC): [http://www.naadac.org/education/webinars](http://www.naadac.org/education/webinars)

**Instructional Methods/Delivery Format:**
- Student membership consists of both local and audio/video participants. Blackboard will be used 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:** In the beginning, distance learners (DL) will use Pexip until we have everyone online with Supervision Assist (SA) platform. At which time, we will over to SA Zoom.

Distance Learners: If you are a distance learner or you find yourself having to attend class remotely for some unanticipated reason, please be sure to be hardwired to your Internet connection and in a secured location where you can speak freely without interruptions or compromising client/student information. As professionals, we are expected to safeguard clinical information and information our peers may share with us. Furthermore, please be respectful to those who may be attending class in-person. Petting your cat in the camera frame or lounging in your bed sipping hot chocolate or doing other work is outside of the professionalism expected.

**Confidentiality:** Throughout the course, there will be numerous points where confidentiality must be considered and informed consent provided. Site supervisors are responsible to ensure any information you provide about a client (e.g., case presentations) are without personal health information (PHI) or could be identified by others in the program based on information given.

**Diversity and Inclusion Statement:** In an ideal world, life would be objective. However, much of life is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers and have discussions from diverse perspectives. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific or educational nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of counseling. I would like to discuss issues of diversity in counselor education as part of the course from time to time.

If you feel like your performance in the class is being influenced by your experiences outside of class, please don’t hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Associate Dean of the College for Diversity Programs is an excellent resource.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in course discussions, you should strive to honor the diversity of your classmates.

If you have a name and/or set of pronouns that differ from those that appear in your official Brown records, please let me know!
Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

**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. **Attendance:** Life happens and issues with Internet are expected. Students will be permitted to miss up to two classes but will be required to write a two to three-page paper summarizing the readings and how they relate to your field experience. **Missing a third class will result in not being able to count your Internship hours for the week prior and writing the summarizing paper.** If a student misses a fourth class, he or she will have failed the course and will be required to repeat the semester. The hours collected prior will be used to accrue the required hours but the student will have to wait for the following semester to resume the field placement to begin logging hours.

2. Field experience is the most formative portion of your training as a professional counselor. 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. Please, bring those issues, questions, or points to celebrate to class. Not only will you benefit, but your classmates learn vicariously.

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 semester. This practicum requires completing 40 direct service hours, an on-site 1 week intensive comprised an additional 30-40 hours, for a minimum total of 130 hours. (Typically, students do a total of 130 hours or more.) 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, to the clients and/or students, and with the other employees. You must honor that commitment for the entire semester.

3. Complete and turn in a Weekly Activity Report of his or her on-site activities (see current Internship Manual for forms). These logs are meant to keep the instructor informed regarding the student’s activities, but also assists the student in evaluating his or her field experience as a means to further the individual’s 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. Logs begin on Monday and end on Sunday of each week. **They need to be submitted into blackboard in the Weekly Activity Report folders no later than the next day, Monday.**

4. Coordinate three (3) site visits with the on-site supervisor(s) and UAF supervisor(s) per semester (see Internship Manual for specific requirements, timelines, and forms). The mid-term visit should encompass an observation of the intern taking the lead with students/clients in an activity appropriate to their placement (e.g., 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 not passing the course. Please coordinate with me to schedule your date and time for site visits and observations.

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. Complete **TWO** of the three online trainings: Cognitive Process Therapy, Trauma-Focused Cognitive Behavior Therapy, and Mindfulness Based Stress Reduction. Write a one-to-two pages reflection on the training experience for each training. I am interested to learn what you think about the training.

7. Write a reaction to a “think about it” question posted to blackboard. Reflections 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).

<table>
<thead>
<tr>
<th>Acceptable Discussion Board Responses</th>
<th>Unacceptable Discussion Board Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posted in time for others to read and respond</td>
<td>May not be made in time for others to read and respond</td>
</tr>
<tr>
<td>Deliver information that is full of thought, insight, and analysis</td>
<td>Are rudimentary and superficial; there is little evidence of insight or analysis</td>
</tr>
<tr>
<td>Make connections to previous or current course</td>
<td>Contribute few ideas, connections, or</td>
</tr>
</tbody>
</table>
8. 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 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. With each phase submission, be sure to incorporate the changes from the previous phase and submit as one on-going document (e.g., phase two will have the changes from phase one included in the submission). Do this for each subsequent phase for this and the Conceptualization paper. **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 the site faces. Describe and reflect on the site’s current efforts to grow their strengths and address their challenges. Final paper is due 23 April.

**Case Presentations:** There are three times you will present cases to the class: (a) a recorded session with transcription (assignment #11), (b) a mini case presentation (assignment #12), and (c) your final written case presentation (assignment #10).

9. 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. This will be done in phases as well:
   - Phase 1: 5 Feb
   - Phase 2: 26 Feb
   - Phase 3: 26 Mar
   - Phase 4 (final paper): 23 Apr

10. Case presentation: You will need to record one session you have with a student or client and share a portion of that recorded session during group supervision. You will need to transcribe 15 minutes of the session you intend to share in group supervision and post it two
days prior to your presentation in Supervision Assist for your peers to read ahead. Please sign up on the appropriate sheet for the week you would like to present.

11. “Mini” case presentations. Present one case during Internship class that includes: (a) biopsychosocial data, (b) identified issue, (c) social justice/marginalization/safety-risk context, (d) therapeutic relationship and interventions. This is different than the prior assignment. There is no need to transcribe or present a recording. Please sign up for which days you will present. This is in addition to the in-depth case study presented at the end of the semester.

12. Complete three (3) case notes in Blackboard. First, refer to the formats in the Practicum/Internship Manual and submit only one in Blackboard at a time. For each one, receive feedback and resubmit if necessary. Once you received notice that the submitted case note is in alignment, submit the next case note for review, and so forth. Once you received notice that all three are satisfactory, you have completed the requirement.

13. 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. The final document will require your site supervisor, yours, and my signatures. KEEP a copy for your records, too.

14. Ensure supervisors complete 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 of hours at the end of the week (Friday) of the last class session (Tuesday).

Grading Policy:
This course is graded in a Pass/Fail format. Satisfactory completion of the course is determined by:

➢ Having demonstrated and met the course objectives/requirements as outlined throughout this syllabus.

➢ Internship on-site and university supervisors’ evaluation of your understanding, integration, and application of course materials, assignments, and learning opportunities. Your strengths and growing edges will be assessed through observation, and clinical supervision and through forms of assessment located in your Practicum/Internship Manual.

➢ Developing self-awareness in your work through journal writing and course assignments that inform client care and supervision.

➢ Professionalism including on-time arrival to counseling session with clients, practicum seminar, and individual supervision sessions. Counselors-in-training are expected to be punctual, reliable and professional in order to pass this course.

➢ On-time, thoughtful, and thorough completion of all client paperwork and course assignments.
Active participation in Internship class, group supervision, and individual supervision

Passing the course 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 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. Students who do not complete all the required hours and site visitation for Internship will receive a deferred grade (DF). It will remain a DF on your transcript until the student completes all course requirements.

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.

Deferred Grades: A deferred grade (DF) is to be given when a student is unable to complete his or her clinical hours or waiting to complete the end-of-semester paperwork for the semester block at hand. The DF status is conditional based on the student being up-to-date with all relevant paperwork, attendance to Internship class, and full participation specified in the Internship
Agreement form. That is, students must have been active at their internship sites, have been current and timely with the paperwork throughout, and had been actively pursuing clinical hours. Once the student completes the course requirements, the instructor will change the grade from DF to the appropriate Pass/Fail grade.

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 (BOR) 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.

Mandated Reporting. If a faculty, staff or SOE student working in a school or clinical setting has reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, the individual (student, staff, faculty) has the responsibility to make the report to the Alaska Office of Children’s Services (OCS) hotline and is empowered to do so. Should the individual desire the support and assistance of the program lead/department head and/or SOE director in making the report, these individuals are available to assist with fulfilling the requirements of mandatory
reporting (see http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/report.aspx)

The SOE program lead/department head and SOE director will be available to the mandatory reporter before, during, and following the report, for support and assistance as required. Mandatory reporters should report the incident to their respective program lead or department head, who will in turn report the incident to the SOE director. Mandatory reporting of suspected child abuse or neglect must be reported immediately, which means as soon as reasonably possible, and no later than within 24 hours.

State law (A.S. 47.17.020) requires that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, shall immediately report the harm. A.S. 47.17.290 defines "reasonable cause to suspect” as "based on all the facts and circumstances known to the person that would lead a reasonable person to believe that something might be the case.” It is not your responsibility to determine if the information you receive is accurate or whether the child is a reliable source. It does not matter how long ago the act happened, where it happened, or whether or not you believe it happened.

“Who do I call?”

If you suspect a child was abused or neglected, immediately contact the Office of Children’s Services (OCS) hotline. You can call at any time, any day of the week.

Care enough to call: 1-800-478-4444

Email: reportchildabuse@alaska.gov

or Fax: 907-269-3939

If you are unable to reach OCS, you must contact the law enforcement agency responsible for your area. If you live in an urban area with municipal police department, the responsible agency would be the municipal police department. If you live in an area covered only by Alaska State Troopers, they would be the responsible agency. If you live in a village with Village Public Safety Officers (VPSOs) and Village Police Officers (VPOs), you should contact both the local law enforcement (VPSO and VPOs) and the Troopers covering your village.

In an emergency situation where the child is facing an immediate danger, you should call 911, and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over.
## Class Schedule, Required Readings, Assignment Due Dates

*Additional work may be assigned to meet course requirements.*

<table>
<thead>
<tr>
<th>Class Week/Date</th>
<th>Class Content</th>
<th>Readings</th>
<th>Assignments</th>
<th>CACREP 2016 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview; Introductions Self-care planning</td>
<td>Syllabus &amp; Field Practicum/Internship Manual</td>
<td>Introduction of Site Placement; Initial Paperwork (Agreement, Informed Consent, Supervisor Information) Supervision Assist Account sign up</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>Practicing under clinical supervision; Competency-based supervision; Meeting a new client; Documentation</td>
<td>Falender, Ch 1-2 CPT Web; Weekly Log; BB Posting Begin CPT Web Training</td>
<td>Weekly Log; BB Posting Begin CPT Web Training</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>Good supervision; Clinical competency and diversity; Self-care; Cognitive process therapy; Common factors &amp; therapeutic alliance</td>
<td>Falender, Ch 1-2 Dalenberg, 2014 Martin et al., 2000</td>
<td>Weekly Log; BB Posting Phase 1 Organizational Analysis Complete CPT Web Submit Case Note #1</td>
<td>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</td>
</tr>
<tr>
<td>4</td>
<td>Managing ruptures and strains on therapeutic alliance; Use of self in counseling; Microskills and cultural empathy; Evidence based practice</td>
<td>Falender, Ch 3-4 Pedersen et al., 2008; APA, 2006</td>
<td>Weekly Log; BB Posting Part 1 Case Conceptualization</td>
<td>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</td>
</tr>
<tr>
<td>5</td>
<td>Case conceptualization; Practicing ethically; Deliberative practice</td>
<td>Falender, Ch 5-6 Chow et al., 2015</td>
<td>Weekly Log; BB Posting Begin TF-CBT Web</td>
<td>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</td>
</tr>
<tr>
<td>Week</td>
<td>Assignment &amp; Reading</td>
<td>Weekly Log</td>
<td>BB Posting</td>
<td>Phase 2 Organizational Analysis</td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>------------</td>
<td>------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Transforming to effective supervision; Becoming a reflective counselor; Medical Involvement and Psychological complexity; Trauma Focused Cognitive Behavioral Therapy</td>
<td>Falender Ch 7-8 TF-CBT Web</td>
<td>Weekly Log; BB Posting;</td>
<td>Phase 2 Organizational Analysis</td>
</tr>
<tr>
<td>7</td>
<td>Crisis assessment and intervention; Child abuse and neglect; Defining, identifying, and assessing trauma</td>
<td>Falender Ch 9-10</td>
<td>Weekly Log; BB Posting;</td>
<td>Mid-term site visit; Student observation; Part 2 Case Conceptualization Begin MBSR Online</td>
</tr>
<tr>
<td>8</td>
<td>Threats of suicide and violence Applying TF-CBT in Schools, Foster Care, and Residential settings; MBSR (12 March is Spring Break)</td>
<td>Ivanovic et al., 2015</td>
<td>Weekly Log; BB Posting Continue MBSR Online</td>
<td>Continue MBSR Online</td>
</tr>
<tr>
<td>9</td>
<td>Culture and Diagnosis; Central Issues &amp; Psychoeducation in Trauma Treatment</td>
<td>Dadlani et al., 2012</td>
<td>Weekly Log; BB Posting Continue MBSR Online</td>
<td>Phase 3 Organizational Analysis Continue MBSR Online</td>
</tr>
<tr>
<td>10</td>
<td>Distress reduction, affect regulation, cognitive interventions for trauma; Play applications addressing trauma</td>
<td>Reading: TBA</td>
<td>Weekly Log; BB Posting; Part 3 Case Conceptualization Continue MBSR Online</td>
<td>Continue MBSR Online</td>
</tr>
<tr>
<td>11</td>
<td>Emotional process, identity &amp; relational functioning, and mindfulness to address trauma; Trauma treatment for children experiencing disabilities</td>
<td>Reading: TBA</td>
<td>Phase 4 Organizational Analysis Continue MBSR Online</td>
<td>Continue MBSR Online Submit Case Note #3</td>
</tr>
<tr>
<td>12</td>
<td>Acute and complex trauma; Religion, spirituality, and the working alliance with trauma survivors</td>
<td>Verbeck et al., (2015)</td>
<td>Weekly Log; BB Posting; Continue MBSR Online</td>
<td>Continue MBSR Online</td>
</tr>
<tr>
<td>13</td>
<td>Case Conceptualization presentations</td>
<td>Weekly Log; BB Posting; Case Presentations</td>
<td>Continue MBSR Online</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychobiology &amp; psychopharmacology of trauma</td>
<td>Reading: TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>TF-CBT applications for children in military families and international settings</td>
<td>Weekly Log; BB Posting; Case Presentations</td>
<td>Final Case Conceptualizations Complete MBSR Online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Last class. Paperwork and final assignments due.)</td>
<td>Reading: TBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>CACREP 2016 Standard Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion/Blackboard Posts (Specialty area practice standards are met each week)</td>
<td>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.5.i; 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</td>
</tr>
<tr>
<td>Weekly Logs/Case Notes</td>
<td>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</td>
</tr>
<tr>
<td>Complete online CPT, TF-CBT, or MBSR</td>
<td>f.5.j; f.5.a; f.5.i; f.5.m; f.5.n; f.8.b; CMHC3.3.b</td>
</tr>
<tr>
<td>Organization analysis with emergency/crisis response plan</td>
<td>f.3.g; f.5.l; f.5.m; f.7.b; SC.3.a; SC.3.b; SC.2.e; CHMC.2.m; CMHC.3.b; CMHC.3.c; CMHC.3.d; CMHC.3.e</td>
</tr>
<tr>
<td>Site Visits &amp; Observation</td>
<td>f.5.j, f.1.k, SC.3.c, CHMC.3.b</td>
</tr>
</tbody>
</table>
| 1 week intensive (30-40 hours) on-site | 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;
# Course Rubrics

## Attendance and Participation

<table>
<thead>
<tr>
<th></th>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>BASIC</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>DISTINGUISHED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td>Is often late for class and leaves early without prior arrangement.</td>
<td>Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.</td>
</tr>
<tr>
<td><strong>LARGE GROUP PARTICIPATION</strong></td>
<td>Does not ask questions or make comments that indicate familiarity with class topics.</td>
<td>Rarely asks questions or makes comments that indicate familiarity with the class topics.</td>
<td>Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.</td>
<td>Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.</td>
</tr>
<tr>
<td><strong>SMALL GROUP PARTICIPATION</strong></td>
<td>Does not participate actively in small groups.</td>
<td>Rarely participates actively in small groups.</td>
<td>Participates in small groups.</td>
<td>Actively participates in small groups and is adequately prepared to discuss the class topics.</td>
</tr>
<tr>
<td><strong>BLACKBOARD PARTICIPATION</strong></td>
<td>Does not open Blackboard to access information.</td>
<td>Rarely opens Blackboard to access information.</td>
<td>Regularly uses Blackboard to enhance the classroom experience.</td>
<td>Actively uses Blackboard to enhance the classroom experience.</td>
</tr>
<tr>
<td><strong>COUNSELING SESSIONS</strong></td>
<td>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)</td>
<td>Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.</td>
<td>Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.</td>
<td>Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.</td>
</tr>
<tr>
<td>Papers</td>
<td>UNSATISFACTORY</td>
<td>BASIC</td>
<td>PROFICIENT</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>-------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>CLARITY</td>
<td>The paper is incomprehensible even after repeated readings.</td>
<td>Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.</td>
<td>The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.</td>
<td>The paper is easy to understand; it is concise and well organized.</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>The paper has many grammatical errors. The errors interfere with comprehension.</td>
<td>The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.</td>
<td>The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.</td>
<td>The paper has no major grammatical errors.</td>
</tr>
<tr>
<td>AUDIENCE</td>
<td>There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.</td>
<td>Many parts of the paper include colloquial expressions, the use of first person, etc.</td>
<td>The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.</td>
<td>The paper is written for scholar/practitioners.</td>
</tr>
<tr>
<td>COMPLETENESS</td>
<td>The paper does not address all the areas required by the assignment.</td>
<td>The paper addresses most of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment in an engaging manner.</td>
</tr>
<tr>
<td>CONCISENESS</td>
<td>The paper presents a significant amount of irrelevant information.</td>
<td>The paper contains some irrelevant information.</td>
<td>The paper contains irrelevant information but the information does not significantly compromise the paper.</td>
<td>The paper has no irrelevant information.</td>
</tr>
<tr>
<td>APA FORMATTING</td>
<td>The paper has many departures from the APA Publication Manual, 6th Edition.</td>
<td>The paper has some departures from the APA Publication Manual.</td>
<td>The paper has a small number of departures from the APA Publication Manual.</td>
<td>The paper is written in accordance with the APA Publication Manual.</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>KNOWLEDGE OF MATERIAL</td>
<td>The presenters appear to lack a basic understanding of the topic.</td>
<td>The presenters have a basic understanding of the topic.</td>
<td>The presenters have a very good understanding of the topic.</td>
<td>The presenters have an excellent understanding of the topic and include extra information in the presentation.</td>
</tr>
<tr>
<td>AUDIENCE ENGAGEMENT</td>
<td>The audience is not engaged and appears bored during the presentation.</td>
<td>The audience is minimally engaged, paying attention at times and not paying attention at other times.</td>
<td>The audience is engaged throughout the presentation.</td>
<td>The audience is actively engaged and appears to enjoy the presentation.</td>
</tr>
<tr>
<td>PRESENTER PARTICIPATION</td>
<td>Some members of the presentation team do not appear to participate.</td>
<td>All members of the presentation team participate, but some are not as involved as others.</td>
<td>All member of the presentation team participate equally.</td>
<td>All members of the presentation team present equally and the members appear to work as a team.</td>
</tr>
<tr>
<td>USE OF TEACHING TOOLS</td>
<td>Only one teaching tool is used.</td>
<td>More than one teaching tool is used but there is a lack of cohesion between the two tools.</td>
<td>Two or more teaching tools are used together effectively.</td>
<td>Two or more teaching tools are used together with a high level of audience response.</td>
</tr>
<tr>
<td>COLLABORATION</td>
<td>Collaboration is not evident between partners, with little to no cohesion and preparedness.</td>
<td>Collaboration is less than adequate between partners, with little cohesion and preparedness.</td>
<td>Collaboration is adequate between partners, with cohesion and preparedness.</td>
<td>Collaboration is exceptional between partners, with advanced cohesion and preparedness.</td>
</tr>
</tbody>
</table>