

Lewis & Clark  
Graduate School of  
Education and Counseling



# MHC 580: Practicum in Counseling

Fall Semester, 2023

<b>Instructor:</b>	Jeffrey Christensen, Ph.D., LPC, LMHC
<b>Class Day and Time:</b>	Monday 9:00am- 12:00pm (3 hour bi-weekly; 18 contact hours)
<b>Dates of Class:</b>	9/11; 9/25; 10/9; 10/23; 11/6; 11/20; 12/4
<b>Class Location:</b>	York 114
<b>Office Location:</b>	Rogers 329
<b>Office Hours:</b>	Arrange by email
<b>Phone:</b>	503-768-6071
<b>Email (preferred):</b>	jchristensen@lclark.edu
<b>Prerequisite:</b>	Advisor consent
<b>Credit:</b>	3 hours

## **Required Text**

(additional readings may be required)

## **Additional Materials & Equipment Required**

Not Applicable

## **Course Description**

Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 150 hours total) under intensive supervision from CTSP faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. Two semesters, 3 credit hours each required.

## **Course Goals and Objectives**

Please refer to syllabus cover sheet (end of document) for course goals/program objectives, CACREP standards, and subsequent rubrics for each criteria.

### **CTSP Department Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **Disability Services Statement**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **Course Requirements**

To successfully complete the clinical practicum, the student must satisfactorily complete a minimum of 100 clock-hours of counseling activities with at least 40 of these hours in direct contact with clients over the two semesters of practicum. Students must keep approved and complete documentation of client sessions and other documentation required by the Lewis and Clark Counseling Center. Students must receive minimal 1s and no 0s on the Professional Qualities Evaluation and must perform at a satisfactory level on the Practicum Evaluation Form. Activities that can be counted toward the 100 hours may include such professional activities as consultation, coordination, supervision, documentation, case conceptualization, and research/study/learning related to counseling or client issues. In the course of completing these activities, the student will be expected to demonstrate a wide variety of counseling techniques and communication skills. At the end of the semester, the student must document the amount of time they were engaged in these activities, and submit to your instructor.

### **Group Supervision for Practicum 1 and 2 students:**

You are expected to attend a group supervision section with core faculty of at least three hours every other week as a three hour class (21 hours per semester). You will also receive additional live supervision for your respective site supervisor during your clinical experience at the LCCC (15 hours per semester). During class time, client case conceptualizations will be discussed, as well as general processing and/or concerns that may have arisen during your practicum experience.

The experiential component of practicum is essential to the continuing development of all counselors in training, and this time will be devoted to crystalizing the reflective practice that arises when working with client populations. In addition, this time can be used to cover any specialized form of practice or areas that the group feels is relevant and/or interesting in covering. More discussion will take place over the course of the semester as to what these areas could be.

### **Triadic Supervision for Practicum 2 students:**

Students in their second semester of practicum will receive one hour of weekly triadic supervision with their group supervisor sometime outside the first and last hour of class. This time will provide a more in-depth analysis of work done with clients. Case conceptualizations of clients with potential diagnoses, identification of key clinical skills used, and justification of methods will be discussed. It is the hope, that covering these areas will provide a more intentional approach in your work with clients. An essential component to successful counseling and rapport is utilizing “Self as Counselor” and this time will be focused on developing that.

### **Assignments:**

All assignments will be due at the start of class on the dates determined or outlined in the syllabus and are expected to be completed thoroughly and in a timely fashion. Most of the work in the Practicum Clinic is experiential and part of the therapy and administrative processes of the clinic, supervision segments and counseling relationship.

- **Practicum I - Case Conceptualization and Presentation** – During the course, students will do a thorough case conceptualization of a client to the rest of the class. This presentation should be no more than 10-15 minutes. You are also expected to allow 10-15 minutes for questions and feedback from the class. The conceptualization will include the areas;
  - *Chief Complaint/Presenting problem*
  - *Demographic Data*
  - *History of present illness*
  - *Psychiatric/Medical concerns*
  - *Family/Environmental Stressors that can influence Treatment*
  - *Substance Use, Abuse, Dependence history of client and family*
  - *Client strengths/weaknesses*
  - *Diagnostic summary (for Practicum II students)*
  - *Treatment plan with theoretical orientation (treatment goals should be realistic, timely and measurable)(For Practicum II students)*
  - *Theoretical Approach (For Practicum II students)*
  - *Specific questions for feedback*

*These areas are expected to be typed, and printed for each member of the course. Be sure to leave space for questions and feedback and to collect all copies at the end of the presentation and dispose of them appropriately.*

- **Practicum II - Case Transcription, Conceptualization, and Presentation** – Case conceptualization to follow the same areas as above. The Case Transcription will cover a full session transcription with one of your clinic clients. Be sure to include non-verbal behaviors and anything that may be of relevance to the therapeutic process. Note the specific interventions/counseling skills that you used and why you used those specific skills. A transcription can be found on the Course Moodle page. After the transcription, write a minimum 5 page reflection on your general thoughts/critiques of the session and anything learned from the transcription and watching yourself in practice.
- **\*Update for Fall 2023\***  
No transcription or 5 page reflection paper is needed at this time.
- **Any off-site transport of counseling sessions recorded on-site at the Lewis & Clark clinic must be done so using an encrypted thumb drive. The required/recommended device is the IronKey Basic series e250 or d250.**

#### **Practicum II Students Only:**

Those who will be full-time Practicum II students are *required* to take the Counselor Education Comprehensive Examination (CECE) that will be offered generally on the 11<sup>th</sup> week of the semester over Zoom. More details about the CECE exam will be provided by CTSP staff.

#### **Attendance:**

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care.
- Any missed classes will require make-up work including any of the following; written work including research, transcript of counseling session and professional reading with written review.
- Any planned absences must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify site supervisor, center supervisor, and your client as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class.

- Late to class: More than 20 minutes will require make-up work at the discretion of the instructor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts your clients and the work of your classmates.

### **Additional Requirements and Expectations**

#### **End of Semester Documentation:**

All department paperwork can be found at

[http://graduate.lclark.edu/departments/counseling\\_psychology/mental\\_health/masters\\_degrees/evaluations\\_forms\\_handbooks/](http://graduate.lclark.edu/departments/counseling_psychology/mental_health/masters_degrees/evaluations_forms_handbooks/)

The “PMHC and PMHC-A Practicum Student and Intern Evaluation Form” is something that your clinical supervisor will go over with each of you at the end of each semester of your practicum. This form will be uploaded to a specific Moodle page for documents (not the Moodle page for this group supervision class). We will provide some time in class to go over these details.

You will each have received a link from Graduate School staff to our online database Salesforce. This link will be how you record your hours at the clinic and should be updated at least once a month. Each time you submit these hours, your clinical supervisors will receive a notification to approve these hours. It is important that your supervisor be able to approve these hours before you begin internship, as they can not count toward your grade until approval is given. Additionally, the link sent to you is privatized to your account and should not be shared with other students. If any questions come up regarding Salesforce and hours, email Stephanie Solano at [ssolano@lclark.edu](mailto:ssolano@lclark.edu).

#### **Ethical Guidelines:**

Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as confidential.

#### **Confidentiality and Informed Consent:**

Students will make their clients aware they are enrolled in the M.A. or M.S. program in Counseling at Lewis and Clark College and that they are working under supervision. Clients should know that they are being observed and videotaped and that the counseling experience will be discussed for training purposes. Informed Consent, Professional Disclosure Statement, and other forms will be used with all clients that delineate what information about them will be used (and how it will be protected) and for what purpose. Clients under the age of 14 must have the forms signed by a parent or legal guardian. This informed

consent is required in addition to any of the other forms. Students will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential.

**Mandated Reporting:**

Students will make mandated reports in accordance with Oregon law. Any questions about what constitutes a report or how to make a report should be immediately discussed with your instructor or the back-up supervisor. Students will utilize policies and forms related to making mandated reports as provided at the Lewis and Clark Community Counseling Center.

**Course Outline**

**This outline is designed to be our schedule for the Fall semester. It is our primary planning document and if there is a change needed, it will be discussed in class. Topics denoted in *italics* are possible topics only and open for discussion.**

DATE	TOPIC(S)	ASSIGNMENT
9/11	<b>Introduction to Course</b> Introductions, class expectations, review syllabus. <i>Topics to be discussed. Conversations around money with clients</i>	Read Syllabus & Cover Sheet <b>Case Presentation Sign-up Sheet</b>
9/25	Client Concerns or identified topic for discussion. <i>Telehealth in the time of COVID-19</i>	<b>Case Presentation #1</b> <b>Case Presentation #2</b>
10/9	Client Concerns or identified topic for discussion. <i>Mandatory Reporting/Ethics</i>	<b>Case Presentation #3</b> <b>Case Presentation #4</b>
10/23	Client Concerns or identified topic for discussion. <i>Integrating Theory into Practice</i>	<b>Case Presentation #5</b> <b>Case Presentation #6</b>
11/6	Client Concerns or identified topic for discussion. <i>Working w/ Challenging Clients</i>	<b>Case Presentation #7</b> <b>Case Presentation #8</b>
11/20	Client Concerns or identified topic for discussion. <i>Burnout, Self-Care, Work/Life Separation (Not Balance!)</i>	<b>Case Presentation #9</b> <b>Case Presentation #10</b>
12/4	Client Concerns, or identified topic for discussion. <b>Wrap-up</b>	<b>Case Presentation #11</b> <b>Case Presentation #12</b>

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health**  
**Counseling – Specialization in Addictions**  
**MHC 580**  
**Practicum in Counseling**  
**Syllabus Cover Sheet**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 5g. essential interviewing, counseling, and case conceptualization skills
- 5l. suicide prevention models and strategies
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 7b. methods of effectively preparing for and conducting initial assessment meetings
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7d. procedures for identifying trauma and abuse and for reporting abuse
- 7e. use of assessments for diagnostic and intervention planning purposes

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- C3b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- C3c. strategies for interfacing with the legal system regarding court-referred clients
- C3d. strategies for interfacing with integrated behavioral health care professionals

C3e. strategies to advocate for persons with mental health issues

**Key Required Assignments/Student Learning Outcomes**

These assignments are required for the course, but **will not be the only requirements/expectations**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 1 of 6</b>							
Develops an understanding of counseling theories and develops own theoretical orientation	Practicum	Can articulate theoretical orientation, and conceptualizes clients consistent with this theory most of the time Score:3	Can articulate theoretical orientation and begins to connect theory with practice Score: 2 on most items	Can articulate theoretical orientation but cannot connect theory to practice Score: 1 on most items	Cannot articulate theoretical orientation Score: 0	Practicum Evaluation : Score on item(s) 51,53,54	Assessment Chair Review/Referral to BRC or ARC
	Internship	Articulates theoretical orientation and consistently conceptualizes clients consistent with this theory Score: 3	Can articulate theoretical orientation, and conceptualizes clients consistent with this theory most of the time Score:2, most items	Can articulate theoretical orientation but cannot connect theory to practice Score: 1 on most or more items	Cannot articulate theoretical orientation Score: 0	Practicum Evaluation : Score on item(s) 51,53,54, 55	Internship Instructor Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 2 of 6 Human Development</b>							
Demonstrates and understanding of individual and family development.	Practicum	Highly skilled at identifying the impact individual and family development has on the therapeutic process.:Score : 3	Understands the impact of a person's individual and family development on the therapeutic process: Score 2	Is aware of the impact of a person's individual and family development on the therapeutic process Score: 1	Is unable to apply developmental theory with clients Score:0	Practicum Evaluation Item 52  Average or above score on CPCE	Assessment Chair Review/Referral to BRC or ARC



Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 3 of 6</b>							
Understands and applies diagnosis	Practicum	Consistently uses diagnosis as appropriate from a critical theory perspective Score :3	Begins to use diagnosis as appropriate from a critical theory perspective Score:2	Begins to identify client problems using DSM criteria as appropriate Score:1	Inappropriately uses diagnosis to pathologize client problems or fails to use diagnosis when needed Score: 0	Practicum Evaluation Item 32	Assessment Chair Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 4 of 6</b>							
Understands and applies interventions	Practicum	Is able to implement specific interventions consistent with conceptualization Score:3	Is able to identify and implement specific interventions to utilize with adults and/or children & families Score:2 as relevant	Is able to identify specific interventions to utilize with adults and/or children & families Score:1	Is unable to identify specific interventions to utilize with adults and/or children & families Score: 0	Practicum Evaluation Item(s) 33, adult 84, child/adol 85, family	Assessment Chair Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 5 of 6</b>							
Able to gather client data, conceptualize and develop a treatment plan	Practicum	Gathers data, creates conceptualization, and plans treatment to match conceptualization with clear objectives to meet goals Score 3 on all	Gathers data, creates conceptualization, and plans treatment to match conceptualization) Score 2 on both	Insufficient at one or more of: gathering data, creating conceptualization, or writing treatment plans to match conceptualization:		MHC: 549 Final tx plan OR MHC A580 Client tx plan AND Practicum evaluation Items 31,34	Assessment Chair Review/Referral to BRC or ARC

<b>Clinical skill</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 1 of 5</b>							

Students develop therapeutic communication skills emphasize the client-counselor relationship with individuals and families	Practicum	Demonstrates high level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score:3 on all	Demonstrates <i>good</i> level of therapeutic communication skills, is able to develop and maintain good counseling relationships Score:2 on both	Demonstrates adequate level of therapeutic communication skills, is able to develop and maintain adequate counseling relationships Score:1	Demonstrates very low level of therapeutic communication skills, is not able to develop and maintain counseling relationships Score:0	Practicum evaluation  Items 41,42	Assessment Chair Review/Referral to BRC or ARC
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Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As Evidenced by:	Evaluation and Remediation
<b>Goal 2 of 5</b>							
Students facilitate and manage the counseling process with individuals and families	Practicum Year	Demonstrates high level of able to facilitate and manage the counseling process across longer periods of time and across many different client populations Score 3 on most	Demonstrates good level of able to facilitate and manage the counseling process across longer periods of time and across several different client populations Score 2 on most	Is beginning to be able to facilitate and manage the counseling process across moderate periods of time and across limited client populations Score 1 on most	Is not able to facilitate and manage the counseling process across periods of time and across many different client populations Score 0 on most	Practicum Evaluation items 44,45,46,47	Assessment Chair Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 4 of 5</b>							
	Practicum Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Practicum Evaluation Items 70 to 78	Assessment Chair Review/Referral to BRC or ARC

<b>Clinical skill</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 5 of 5</b>							
Students develop an understanding of the impact of trauma on clients and demonstrate skills in trauma counseling.	Practicum Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Practicum Evaluation Items 67,68,69	Assessment Chair Review/Referral to BRC or ARC

<b>Self as Counselor</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 1 of 5</b>							
Demonstrates awareness of their social locations and impact on their life experiences.	Practicum Year	Demonstrates ability to address the impact of counselor social locations in therapeutic process Score 3 on both	Demonstrates beginning awareness impact of counselor social locations on therapeutic process Score 2 on both	Is able to identify 1-3 social locations and the impact on personal experience and worldview. Score one on one	Is unable or unwilling to explore own worldview Score 0 on one or both	Practicum evaluation Items 13,57	Assessment Chair Review/Referral to BRC or ARC

<b>Self as Counselor</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 2 of 5</b>							
Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Practicum	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth. Score 3	Demonstrates self awareness and emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning. Score 2	Demonstrates self awareness and willingness to address/mediate problems. Score 1	Student demonstrates lack of self awareness that impedes learning or client care. Score 0	Practicum Evaluation Item 48	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Maintains self care	Practicum	Demonstrates ability to maintain personal wellness to optimize professional competence. Recognizes and proactively addresses early signs of burnout. Score 3 on both	Demonstrates ability to perform adequate self care to enhance personal wellness and ability to attend to professional responsibilities. Recognizes signs of burn out before client care is impacted. Score 2 on both	Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed. Score on one or more	Engages in inadequate self care that impedes learning ability or client care. Score 0 on one or more	Practicum Evaluation Items 14,24	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 5							
Demonstrates awareness of competence and limitations	Practicum	Demonstrates clear awareness of competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	Demonstrates basic awareness of competence and limitations and seeks supervisory support	Is under confident or inconsistent in awareness of limitations, unsure when to seek supervision	Overestimates competence does not recognize limitations	Practicum Evaluation Item 25	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 5							
PQE Critical Items: Openness to supervision	Practicum	Develops clear supervisory working alliance with faculty, supervisors and peers. Able to determine when/how to	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop.	Same as above Score 1 on one or more	Same as above Score 0 on one or more	Practicum Evaluation Items 6,27	Assessment Chair Review/Referral to BRC or ARC

		express opinions differing from supervisor and to work toward resolution. Score 3 on both	Score 2 on both				
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Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 1 of 4</b>							
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs,	Practicum	Addresses impact of therapist cultural attitudes and beliefs on therapeutic process with client either directly with client or in tx planning as appropriate Score 3 on both	Understands how therapist cultural attitudes and beliefs impact relationship and therapeutic process with client, begins to develop strategies to address impact Score 2 on both	Understands how therapist cultural attitudes and beliefs may impact relationship and therapeutic process with client with supervisor assistance. Score 1 on one or more	Fails to recognize how therapist cultural attitudes and beliefs impacts relationship and therapeutic process with client, and impedes client care. Score 0 on one or more	Practicum Evaluation Item 15,58	Assessment Chair Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 2 of 4							
PQE Critical items: Responsibility Item 5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others	Practicum		Score of 2 on most	Score of 1 on most	Score of 0 on most	Practicum Evaluation : Dispositions 4, 10, 11	Assessment Chair Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 4							
Students recognize limitations of theory and research to apply to all people and demonstrates awareness of need to adapt to individual client worldview, culture and social location.	Practicum	Recognizes client worldview, social locations, and culture and the impact on client problems, and adapts treatment accordingly. Score 3 on both	Recognizes client worldview, social locations, and culture and the impact on client problems and adapts treatment with supervisor assistance Score 2 on both	Recognizes , with supervisor assistance, client worldview, social locations, culture and the impact on client problems Scores 1 on one or more	Fails to acknowledge client worldview, social locations, culture and the impact on client problems Score 0 on one or more	Practicum Evaluation Items 16,60	Assessment Chair Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 4							

Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	Practicum	Score 3	Score 2	Score 1	Score 0	Practicum Evaluation : Item 61	Assessment Chair Review/Referral to BRC or ARC
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Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 4 of 6</b>							
Demonstrates ability to complete a career assessment and give feedback to client in role play	Practicum Year	Scores Effective or above in all 5 areas assessed	Scores: Effective (3) or above in 4 of 5 areas assessed	Scores below 3 in 2 or more areas assessed		MHC 540 Triad role play assignment Practicum Evaluation Item 39	Assessment Chair Review/Referral to BRC or ARC

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 5 of 6</b>							
Demonstrates Understanding of roles & functions of mental health counselors	Practicum					Practicum Evaluation	Assessment Chair Review/Referral to BRC or ARC

Ethical Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
<b>Goal 1 of 1</b>							
Understands, and follows ethical standards	Practicum	Demonstrates a strong understanding and commitment to ethical standards, recognizes	Demonstrates an understanding of and commitment to ethical standards, recognizes	Demonstrates an understanding of and commitment to ethical standards, begins to	Does not demonstrate an understanding of ACA Code of Ethics, or does not recognize practical	Practicum Evaluation Items: 1,9,28,29,30	Practicum instructor review. Referral to ARC if not at benchmark by the end of Practicum II

		ethical issues independently, demonstrates ability to recognizes and remediates ethical errors with supervisor consultation. Score 3 on all	ethical issues independently, recognizes and remediates errors with supervisor assistance. Score 2 on all	recognize ethical issues with supervision, may make ethical errors without awareness Score 1 on one or more	applications. Attempts to hide mistakes or lacks openness to supervision. Score 0 on any		
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**Methods of Instruction for this Course**

<b>Instruction Method</b>	<b>Mark All That Apply</b>
Lecture	
Small Group Discussion	X
Large Group Discussion	
Course Readings	
Group Presentation	
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	X
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	