

COUN 645-7901-SP26-1 - Online
Counseling Practicum – Clinical Mental Health Counseling
Spring, 2026, Tuesdays at 5:30 pm MT
Chadron State College

CSC Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

Part 1: Course Information

Instructor Information

Instructor: Jennifer Bays, Ph.D., LPC, NCC, BE-TMH

Office: Virtual

E-mail: jbays@csc.edu

Office Hours: Online by appointment

CSC Online Address: <https://chadron.instructure.com/>

Credit Hours

3 credit hours

COUN 645 Course Description

Provides Clinical Mental Health counseling students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member and site-supervisor. Students observe and practice counseling under faculty supervision, site supervision, and interaction with other students. Activities include observation, direct counseling, and self-evaluation. Students see individual clients and/or clients in group counseling clinic settings. Students must participate in synchronous online group supervision.

Prerequisites: Successful completion of COUN 519 or COUN 631, 523, 531, 533, 541

Corequisites: COUN 634

Requirements: Synchronous and Asynchronous Online Participation; Instructor Permission; Minimum Grade of B.

Please note that a final grade of B or higher is required in this course to graduate.

Student Learning Outcomes

Upon completion of this course, you will be able to:

COUN 645 Practicum in Counseling	CACREP and CSC Learning Objectives	Assessment
Explore professional counseling organizations, including membership benefits, activities, services to members, and current issues	CACREP 3. A.6	Class Discussions

Counseling strategies and techniques used to facilitate the client change process	CACREP 3.E.10 SLO	Class Discussions, Skill Setter
Engage in strategies for personal and professional self-evaluation and implications for practice.	CACREP II. F.1.k	Case Review
Practice theories and models of counseling	CACREP 3.E.1 SLO	Case Review, Skill Setter
Engage in essential interviewing, counseling, and case conceptualization skills	CACREP II F.5.g	Case Review
Create developmentally relevant counseling treatment plans.	CACREP II F.5.h	Clinical Practice Assignments
Practice development of measurable outcomes for clients	CACREP II F.5.i	Clinical Practice Assignments
Evaluation of counseling interventions and programs	CACREP II F.8.e	Case review and Evaluations
Apply legal and ethical considerations specific to clinical mental health counseling settings and situations	CACREP II CMHC C.2.1 CSC SLO 1	Class discussions and Case Reviews
Utilize techniques and interventions for prevention and treatment of a broad range of mental health issues	CACREP II CMHC C.3.b SLO	Case Review, Skill Setter, and Clinical Practice Assignments

Textbook & Course Materials

Required Text(s):

Jungers, C. & Scott, J. (2025). Practicum and internship: Textbook and resource guide for counseling and psychotherapy (7th ed.) ISBN: 978-1-03-254560-8

Jongsma, A.E., Peterson, L.M., & Bruce, T.J.(2021) *The Complete Adult Psychotherapy Treatment Planner* (6th ed.). Wiley. ISBN: 978-1-119-62993-1

Carkhuff, R.R. & Benoit, D. (2019). The art of helping (10th ed.). HRD Press, Inc.
ISBN:9781610144254

Skillsetter: You will need to buy a subscription for Skillsetter through the CSC bookstore.

Tevera: You will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and

will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from [Tevera](#). Though you will see this requirement in all your syllabi, please purchase **Tevera +CCS-R©** only once. Tevera License +CCS-R© Assessment.

Recommended Texts & Instructional Materials: (Posted in Canvas)

American Counseling Association (2014). ACA Code of Ethics. Author.

American Psychiatric Association (2022). Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) (5th ed.). Author.

Method(s) of Instruction

This course is meant to encourage and offer opportunity to experience on-site counseling activities under direct supervision of an appropriate supervisor. Also, ongoing individual and group supervision with a qualified faculty member are to be utilized by the student. Group and individual activities will facilitate the learning for this course. Students will need to keep daily records of their activities and on-going self-evaluations of these activities. Supervision is completed by the on-site supervisor and the faculty supervisor for the seminars. Seminar participation is required, missing them will result in not succeeding in the course.

Course Requirements

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include active participation, and completion of all assigned work on time. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>

The requirements of the course are:

- Attendance to class and practicum site.
- Participation in counseling duties on site and in group seminars including 1 hours of weekly supervision with your onsite supervisor.
- Completion of assigned work on time. The work consists of the assignments presented in Canvas and the paperwork that is required and outlined in the Practicum and Internship handbook.
- Submission of all necessary documents to Tevera (Experiential Learning Cloud): Supervision Agreement, Supervision Site Contract, Hours Log, Evaluations from Supervisors.

Course Assignments

1. Attendance, Professionalism, and Participation

Part of being a professional counselor requires you to adhere to a strict professional standard. This includes engaging in considerate discussions, respecting one another's opinions, displaying proper online etiquette, regular attendance during face-to-face and online classes, timely submission of assignments, among other characteristics. During this

class and your future career, you must follow our profession's code of ethics. This includes professional dress when working with clients, respect towards peers, faculty, and others, engaging in professional wellness, timeliness, and attentiveness.

Practicum students must meet for approximately 1½ hours each week for group supervision (CACREP Requirement). Therefore, for this class, students will meet every other week for 3 hours. Attendance is mandatory and essential for learning; therefore, each class missed after one absence will result in a one letter grade deduction. During class, clients will be discussed. Therefore, it is imperative that you log into weekly classes in a secluded environment. Failing to do results in a breach of confidentiality and a breach of ethics. Breaking confidentiality will result in a failing grade for this class.

Total Points: 20

1. Case Review

Each student will have two formal opportunities to present her/his clinical work in class to receive helpful feedback from peers and instructors. The case reviews must be from a session with a current client. *You should present a session from as close to the day you present as possible – it's not as helpful to receive feedback on an old session.* On their assigned day, students will turn in a PowerPoint Presentation as well as a written summary of the clinical case presentation. This summary should be no more than 5 pages in length.

Students Clinical Case Presentation will be based on the clinical information at the end of the syllabus in Appendix A. On the day of each student's clinical case presentation, they will present the information in a PowerPoint presentation. The clinical case review needs to be 15 - 20 minutes long.

Students will ask three thoughtful, specific questions of what specific help they would like (beyond generic basics). Your questions may be about skill use, conceptualization, therapeutic relationship, self-of-the-counselor concerns, and ethical dilemmas.

Grades for the clinical case presentation will depend on students' being adequately prepared, their professionalism, and covering all the assigned areas of the case review rubric when presenting their clinical case review.

Total Points: 20 Points x 2

2. Required Documents

Students will upload the following documents to Tevera (Experiential Learning Cloud) and Canvas before they begin seeing clients: liability insurance, site supervisor's credentials, supervision agreement, and site agreement.

Please be sure to click on the Tevera button in Canvas so that you are connected to our class in Tevera. This will make it easier for you to submit our supervision agreement, site agreement and your log of hours at the end of the semester.

Total Points: 5 points

3. Clinical Practice Assignments

Students will choose a client from their practicum site this semester to complete the following assignments: a professional disclosure statement, an intake document, a treatment plan, a progress note, and a termination note.

Total points: 20 points

4. Skill Setter:

Students in lieu of recording a counseling session with a client will practice their counseling skills through Skill Setter by watching a video of a simulated interpersonal scenario. Students will record a video response demonstrating a specific counseling skill. Once students are satisfied with their video response they will submit it for a grade. There are 11 modules in which the first two videos are practice, and the final video is submitted for a grade.

Total Points: 55 points

5. Site Visit

During practicum, a site visit may be completed if requested by either the student or the site supervisor. All site visits will happen over zoom, or the phone. Students must coordinate a time that the instructor, site-supervisor, and student can meet. Meetings will last no more than 30 minutes. Site visits should ideally occur during weeks 2-10 of the semester.

Points: 0

6. Log of Hours

Students will be required to submit a weekly hours log to Canvas documenting their progress. This weekly log shows direct hours, indirect hours and individual supervision. The weekly log is located in Canvas and must be downloaded to excel. Each week students will upload the weekly log to Canvas.

Students will also document their hours weekly in Tevera. At the end of the semester students must complete the Semester End Log totals document in Tevera as proof of meeting hour requirements. This document will be signed by their supervisor and the Practicum Supervisor. Please See Handbook for Hour Requirements. This document must be turned in documenting the minimum number of required hours before a grade will be given in the course.

- a. Due final week of class in Tevera
- b. Total Points: 40

7. Student Evaluation of Supervisor

Students will complete an evaluation of their supervisor and their supervisory experience. This will be due at the end of the semester to Canvas.

Total Points: 10

8. Final Supervised Evaluation of Student CCS-R

Please see Tevera for the Supervised Practicum Evaluation . Students will be evaluated by their supervisors at the mid-point and at the end of practicum. This is submitted to Tevera.

a. Evaluation due at the final week of class

Total Points: 50

9. Student Self-Evaluation and Reflection

Students will complete the student self-evaluation and reflection and submit to Canvas.

Total Points: 10

**In addition to completing the class assignments, successful completion of this course requires reaching direct and indirect hour requirements, participating in weekly and group supervision, maintaining frequent contact with the instructor, and always engaging in an ethical manner. Failure to do any of the requirements may result in a failing grade or an incomplete.*

Course Seminar Meeting Dates for COUN 645

IMPORTANT Practicum students must meet for approximately 1 ½ hours each week for group supervision (CACREP Requirement). Therefore, students will meet every other week for approximately 3 hours (24 hours total). Meetings will be held over zoom. Attendance is mandatory and essential for learning, therefore, each class missed must be made up by attending a practicum meeting on an alternate night.

Dates for this class are as follows:

- January 13
- January 27
- February 10
- February 24
- March 17
- March 31
- April 14
- April 28

Mental Health & Wellbeing

As a student, you will experience stress that may lead to mental health challenges. Signs and symptoms include (but are not limited to) strained relationships, anxiety, depression, feeling overwhelmed, alcohol and/or drug misuse, or loss of motivation or purpose. CSC Counseling & Health Services is available to support students struggling with these issues. The cost of services is covered through student fees and does not require insurance or additional funds. Students seeing a Licensed Student Counselor may benefit from virtual psychiatry services through the University of Nebraska Medical Center. Schedule an appointment by navigating to the Calendly link of a Licensed Student Counselor by visiting <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Referrals

Chadron State College has a robust referral system, Eagles360, that was created to connect students with campus resources in time to provide maximum support. Faculty and staff members may submit Eagles360 referrals for any number of student success concerns (inconsistent class attendance, missing assignments, visible signs of stress or anxiety, passive suicidal ideation, etc.) that may be impacting peak academic performance. Once a faculty or staff referral has been received, students will soon be contacted by a dedicated staff member to discuss personalized next steps and resources. For more information, please email the Student Affairs office at studentaffairs@csc.edu or the Director of Academic Success Services at cmerchen@csc.edu.

Disability Services

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request and with appropriate documentation, CSC will provide reasonable accommodations to ensure that students have equal access to programs, activities, and services. All students, including those who have received accommodations via an IEP or 504 plan in previous educational settings, are encouraged to contact the Disability Services Coordinator, Ms. Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu for more information.

Part 2: Grading and Related Academic Policies

Graded Course Activities and Letter Grade Assignment

Please modify as necessary

Assignments	Percentage of Grade
Attendance, Professionalism, and Participation	20
Case Review x 2	40
Assignments	20
Skill Setter	55
Supervised Evaluation of Students CCS-R	50
Log of Hours	40
Student Evaluation of Supervisor	10
Student self-evaluation and reflection	10
Necessary Documents	5
Total	250

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Viewing Grades in CSC Online-Canvas

Viewing Grades in CSC Online

I will update grades in CSC Online Canvas each time a grading session has been completed—typically 7 days following the completion of an activity.

This class will meet on Mondays during the semester from 5:30 -8:20 pm MT through zoom. The dates of the nights the class will meet are listed in the schedule below and in Canvas.

CSC Academic Policies

The [Course Syllabus Policies website](https://www.csc.edu/vpaa/course-syllabus-policies) lists academic policies that apply to **all** CSC courses. To review these policies, please click on the link or visit:

<https://www.csc.edu/vpaa/course-syllabus-policies>

You may also search for specific academic policies on CSC's [Policy Website](http://www.csc.edu/policy/).
(<http://www.csc.edu/policy/>)

Course-Specific Policies

Academic Honesty

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards regarding academic honesty. Violation of college, state, or federal standards regarding plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one's own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.
(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Late Work Policy

Late work will be accepted up to one week late for partial credit.

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.
(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Personal Emergency & Academic Attendance/Participation

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class, students must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause the student to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the **full "Personal Emergency & Academic Attendance/Participation"** section on the "Course Syllabus Policies" website, linked above.

Part 3: Course Topic Schedule/Outline

Week	Readings	Activities	Due Date
1 January 12 - 18	<ul style="list-style-type: none"> • Carkhuff & Benoit Chap 1 & 2 • Practicum and Internship Handbook 	<ul style="list-style-type: none"> • Assignment #1: Submit all necessary documents and click on the Tevera button in Canvas • Week 1 hours log • 1st Class Meeting: Monday 01/13/26 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntRlNDbhVOuef.1 	01/18/2026
2 January 19 - 25	ACA Code of Ethics (2014) Jungers Chap 1 - 2 Carkhuff & Benoit Chap 3 - 5	<ul style="list-style-type: none"> • Skill Setter Module 1: Empathy • Week 2 hours log • Assignment #2 Professional Disclosure Statement 	01/25/2026
3 January 26 – February 1	Jungers Chap 3 Carkhuff & Benoit Chap 6	<ul style="list-style-type: none"> • Skill Setter Module 2: Cultural Humility • Week 3 hours log • 2nd Class Meeting: Monday 01/27/26 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntRlNDbhVOuef.1 • 	02/01/2026
4 February 2 - 8		<ul style="list-style-type: none"> • Skill Setter Module 3: Open Questions • Assignment #3 - Intake Form • Week 4 hours log 	02/08/2026
5 February 9 - 15	<ul style="list-style-type: none"> • Jungers Chap 4 • Carkhuff & Benoit Chap 7 & 8 	<ul style="list-style-type: none"> • Skill Setter Module 4: Reflecting Questions • Week 5 hours log • 3rd class meeting: Monday 02/10/26 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntRlNDbhVOuef.1 	02/15/2026
6 February 16 - 22	<ul style="list-style-type: none"> • Jungers Chap 5 • Carkhuff & Benoit Chap 9 & 10 	<ul style="list-style-type: none"> • Skill Setter Module 5: Reflecting Content • Week 6 hours log 	02/22/2026
7 February 23 – March 1		<ul style="list-style-type: none"> • Skill Setter Module 6: Summarizing • Week 7 hours log • Assignment #4 - Treatment Plan • 4th class meeting: Monday 02/24/26 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntRlNDbhVOuef.1 	03/01/2026
8 March 2 - 8	<ul style="list-style-type: none"> • Jungers Chap 6 	<ul style="list-style-type: none"> • Skill Setter Module 7: Paraphrasing • Week 8 hours log 	03/08/2026
9 March 9 -15 Mid-term Break		<ul style="list-style-type: none"> • Mid-term break! • Week 9 hours log 	

Week	Readings	Activities	Due Date
10 March 16 - 22	• Jungers Chap 7 & 8	<ul style="list-style-type: none"> • Skill Setter Module 8: Immediacy • Assignment #5 - Progress Note • Week 10 hours log • 5th class meeting: Monday 03/17/2026 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntrINDbhVOuef.1 	3/22/2026
11 March 23 - 29	• Junger Chap 9	<ul style="list-style-type: none"> • Skill Setter Module 9: Confrontation • Week 11 hours log 	03/29/2026
12 March 30 -April 5	• Jungers Chap 10	<ul style="list-style-type: none"> • Skill Setter Module 10: Self Disclosure • Week 12 hours log • 6th class meeting: Monday 03/31/2026 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntrINDbhVOuef.1 	04/5/2026
13 April 6 - 12	• Kottler Chap 13 in Canvas	<ul style="list-style-type: none"> • Skill Setter Module 11: • Suicide Assessment • Week 13 hours log 	04/12/2026
14 April 13 - 19	• Kottler Chap 14 in Canvas	<ul style="list-style-type: none"> • Assignment #6 – Termination Note • Week 14 hours log • 7th class meeting: Monday 04/14/2026 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntrINDbhVOuef.1 	4/19/2026
15 April 20 - 26	• Kottler Chap 15 in Canvas		
16 April 27 – May 3	• Kottler Chap 16 in Canvas	<ul style="list-style-type: none"> • Wrap things ups • Week 16 hours log • 8th class meeting: Monday 04/28/26 https://csc.zoom.us/j/93971908222?pwd=kcyj3Q7t5PKqbjOVfntrINDbhVOuef.1 	5/3/2026
17 May 4 - 9		<ul style="list-style-type: none"> • Hours Logs Due • Supervisor's Evaluation Due • Student's Evaluation of Supervisor Due • Student self evaluation and reflection 	5/8/2026

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Appendix A

Clinical Case Review Assignment

(20 Points)

The purpose of this assignment is to process a client case and present a clinical conceptualization that demonstrates your understanding of the client's presenting concerns and invites feedback within a supervisory context that mirrors professional consultation. Each student will give a presentation (20 - 30 minutes each) for a client during the semester. Presentations should demonstrate skill level beyond the intake session with a client. Each case presentation will include preparation of a 5- to 7-page paper (APA 7th edition). This must be submitted to Canvas before the scheduled presentation class. The case presentation and paper will include the following required contents (see below). All client information should be de-identified, and students are expected to destroy any paper copies of the case following the presentation in support of client confidentiality. Students will present this information to the Practicum Class using a PowerPoint Presentation.

Case Study Content (Presentation Format)	Rating Criteria
Introduction	Introduction and discussion of client's presenting concerns and key features (10 minutes)
Application	The presentation of ways in which counseling theory or research may be applied 3 – 5 minutes)
Questions	Questions: Clarifying information in the write-up (5 minutes) and responding to questions
Discussion	Discussion of all the themes and feedback: The class will give to each presenter gifts of affirmation and challenge (10 minutes)

Case Study Content (Presentation & Paper Organizing Features)	Rating Criteria
Identifying information	First initial, age, gender, culture/ethnicity, religion, level of education, marital status, employment status and setting.
Clinical impressions including Mental Status Assessment/Exam	Description of the client's appearance, behavior, speech, and other notable elements of a mental status exam.
Presenting problem including chief complaints/symptoms	Description of the problems/complaints/symptoms as the client views/perceives/relates them, as well as client's thoughts as to why the problems or symptoms are present currently (e.g., recent crisis)
History: developmental, social-relational, family, mental health, substance/behavioral use/dependency, medical/physical health, and strengths/resiliency factors	Description of childhood, adolescence, and adulthood, including marriage, children, and other significant relationships. History of family and any medical and psychological concerns. Chronic illnesses or complaints, operations, hospitalizations (including psychiatric), medication and dosage, over the counter medications, herbal supplements, caffeine, alcohol, and drug intake. Behavioral concerns. Previous and current interaction with

	medical and mental health personnel. Alternative medical treatment. Client self-identified strengths/resiliency factors and/or support systems.
Tentative theoretical formulation using appropriate clinical and developmental theories as references	State what patterns of perceiving, feeling, thinking, and behaving your client demonstrates. Address key developmental issues, as well as relational dynamics including transference and resistance. Identify and consider diversity issues.
Cultural assessment	Describe the client's personal and family worldview, health care belief system, issues of diversity (race, gender, SES, religion, sexuality, ability, disability, etc.).
Ethical and legal issues	Identify ethical, legal, and/or professional issues in working with this client, and measures taken to address these concerns
Principles of crisis intervention	Describe client's experience with trauma, intervention, and post-traumatic growth
Tentative initial diagnosis and prognosis	DSM-5 TR diagnosis/diagnoses and rule-outs (including explanation behind ruling out)
Recommendation for counseling and narrative treatment plan	Recommendation for counseling (individual, family, group) or related activities (e.g., self-help groups). How often and with whom? Specify initial goals for counseling using a Treatment Plan. Identify one short term and one long term goal. Include at least one intervention tied to each goal.
Critique of counseling to date and requests of group	History of your relationship with the client. What strengths and limitations have you brought to this relationship? Identify your countertransference issues. Specify requests for feedback from your clinical group.
Writing style and organization	Appropriate use of APA 7th edition style in a clear, concise, organized 5- to 7-page paper free of technical errors.

Scoring Rubric

	Possible	Received
Preparation for staffing (3 focused questions, client de-identified, work submitted before class)	5	
Presentation (professionalism, thoughtful discussion of skills and conceptualization, student engages in discussion, open to feedback)	5	
Paper (Organizing Features included, appropriate amount of detail, show an understanding of case conceptualization, APA)	10	
** Points above are for a well-done presentation and paper. Major problems with any of the three dimensions (or more than one) can result in a loss of 1-5 points.		
Total Points	20	

Appendix B

Attendance, Professional Rubric

0-5 points	6-14 points	15-19 Points	20 Points
Either: <ul style="list-style-type: none">• Repeated problems with professionalism over the course of the semester and/or• One or more major problems with professionalism	Several concerns with professionalism over the course of the semester, but no major display of unprofessional behavior.	No more than one or two minor concerns with professionalism during the semester.	No lack of professionalism displayed during the semester.