

CO5680 Practicum
Reformed Theological Seminary - Orlando
Spring 2024 (February 5 – May 17, 2024)
Three (3) Credit Hours

Practicum & Internship Instructors (Group Supervisors- plus others, to be determined)

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Class meeting times

**see group supervision and staff meeting schedules*

Office Hours

By appointment, contact your group supervisor directly

Course Description

CO5680 Practicum is the first professional practice course in the RTS MAC curriculum. Practicum begins the MAC clinical sequence whereby students, under supervision, meet with clients in various settings and apply helping skills, biopsychosocial spiritual assessment, theoretical case conceptualization, counseling interventions, and ethical principles to helping interactions with persons enrolled in counseling. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Prerequisites

Four courses, CO5680 Practicum and CO5690 Internship (repeated three consecutive times), totaling 12 credit hours in all, comprise the clinical experience/training portion of the MAC Program.

- Students must successfully complete all of the MAC (non-elective) Summer 2023, Fall 2023, and Winter 2024 required courses and be enrolled concurrently in CO5580 Professional, Ethical, and Legal Studies before being granted admittance into CO5680 Practicum.
- Students must successfully complete CO5580 Professional, Ethical, and Legal Studies and CO5680 Practicum prior to enrolling in any CO5690 Internship courses.

Instructors/Supervisors

Practicum instructors and supervisors are all CACREP-qualified professional helpers and clinical supervisors. Some supervisors are RTS core faculty, some are guest lecturers, some are counseling professionals contracted via external practicum facilities, etc.

Supervision Contract

Supervision Contracts are developed each semester for students that define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. These contracts are comprised of the roles and responsibilities outlined in the CO5680 syllabus, as well as the Supervision Informed consent documents specific to each internship site (Oviedo Counseling Clinic, Counseling Center at RTS, etc.).

Course Meeting times

Supervision group and individual meeting times as well as supervisor assignments will be published via Canvas and/or email as well as posted (hard copies) in clinical-student workspaces.

Note that clinical responsibilities and supervisory support will not always exactly match academic semester term dates and weekly class schedules. ***The spring supervision term extends from the beginning of February through the beginning of June.*** Throughout practicum and internship, RTS students will provide clinical services to clients in ongoing community mental health facilities. Ethical client-care continuity requires counselor and supervisor tasks and availability outside of the typical academic calendar.

Course Objectives (Knowledge and Skill Outcomes)

Overview: The primary objective for this course is that students will acquire and demonstrate an initial level of clinical counseling competence via their:

- counseling interactions with clients (direct counseling service),
- engagement in clinical ancillary tasks (indirect counseling experience), and
- participation in at least 2.5 hours of weekly supervision of all practicum counseling experiences.

Demonstration of clinical competence will be assessed based on feedback provided by each student's individual and group supervisors' observations of practicum students and student work in the activities listed above.

The details/operational definitions of clinical competence assessment, direct counseling experience, indirect counseling experience, and supervision are explained in the Course Objectives (CO) below.

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

CO1. For students to complete supervised counseling experiences that total a minimum of 100 clock hours over a full academic semester that is a minimum of 10 weeks. The 100 hours of "counseling experience" includes direct counseling (i.e., face-to-face client contact) and indirect counseling services (i.e., counselor activities ancillary to direct client counseling). (CACREP 3. F.)

CO2. For students to obtain at least 40 clock hours of supervised **direct** counseling service, i.e., face-to-face client contact.

"Direct counseling service" is defined by CACREP and by the MAC Program as "supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or

affective change. These activities must involve interaction with others (clients) and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation." (CACREP 3.G., Glossary "Direct Service")

["Clock hour" means 60 minutes. A 50-minute session protocol is in place and considered 60 minutes for record-entry, given client interaction time immediately prior to and following the session.]

CO3. For students to obtain at least 60 clock hours of **indirect** supervised counseling experience ancillary to direct counseling service. The following are *examples* of clock hours of indirect counseling experience: (CACREP 3. F., Glossary "Direct Service")

- a. Clinical (individual and group) and/or administrative supervision,
- b. Record keeping and writing clinical reports/summaries, treatment plans, and/or case progress notes,
- c. Administrative duties (e.g., case management contact time with co-counselors, clients, and/or other providers),
- d. Clinic staff meetings,
- e. Case review and preparation (e.g., research on case-specific related clinical issues, reading a book about a certain client presenting issue, etc.),
- f. Outside of class counseling-related trainings and conferences.

CO4. For students to engage in individual or triadic supervision of practicum experience that averages one hour per week (with CACREP qualified supervisors, see CO6.). (CACREP 3.H.)

Individual/triadic supervision is a tutorial and mentoring relationship between a qualified counseling professional and one or two counseling student(s). (CACREP, Glossary "Individual Supervision")

CO5. For students to engage in group supervision of practicum experience that averages two hours per week with RTS MAC counselor education program faculty members (full-time faculty members or guest lecturers). Group supervision is a tutorial and mentoring relationship between a qualified counseling professional and more than two counseling students, simultaneously, designed to advance students' clinical competence. (CACREP 3. I., S., U.; Glossary "Group Supervision")

CO6. For students to receive group supervision conducted by RTS MAC counselor education program faculty members (full-time faculty members or guest lecturers) and individual supervision conducted by RTS MAC counselor education program faculty members and/or Oviedo Counseling Clinic supervisors who are CACREP-qualified (CACREP 3.N., 3.P.).

CACREP-qualified supervisors have:

- a. A master's and/or doctoral degree(s) in appropriate fields of study,
- b. Relevant certification(s) and/or licenses,
- c. At least two years of experience in appropriate fields of counseling,
- d. Knowledge of the program's expectations, requirements, and evaluation procedures for students,
- e. Relevant training in counseling supervision.

CO7. For students to receive counseling supervision of their direct counseling experiences that includes audio/video recordings and/or "live supervision" of students' interaction with clients. (CACREP 3. B.)

- a. At the MAC Orlando-site, practicum and internship direct counseling hours are conducted either:
 - At the Oviedo Counseling Clinic (OCC), a private clinical counseling center operated by Reformed Theological Seminary-Orlando. All sessions conducted at the OCC are digitally recorded using the Avigilon Control Center system. Qualified supervisors are on-site during all hours of clinic operation, OR
 - Group clinical counseling hours may be conducted at other off-campus sites (that is, sites that are not operated by RTS/OCC), when an official agreement has been made between the RTS-MAC program and the off-campus sites.
 - It is required that the majority (>50%) of practicum and internship direct service counseling hours are conducted at the OCC. These direct service hours are designated "on-campus."
- b. Individual supervision consists of student(s) and supervisor viewing video recordings of student counseling interaction with counselees, as well as reviewing client files. For each individual supervision session, a student is to have a specific video section of a particular session selected for viewing and discussion.
- c. *Live supervision* occurs in group supervision and is a combination of supervisor-direct-observation of the counseling session with some method that enables the supervisor to communicate with and thereby influence the work of the supervisee during the session. (CACREP, Glossary "Live Supervision"). For each group supervision meeting, a designated student will be prepared to conduct a live-session for group observation or will have a specific video section of a particular session (of student choice) selected and prepared for group viewing and discussion.
- d. The choice to engage in live supervision is made by supervisor, student, and client(s) collaboratively.

Group counseling experiences at approved off-campus sites are not A/V recorded. All off-campus group direct counseling is conducted at facilities with counselors on site who have:

1. Master's and/or doctoral degree(s) in appropriate fields of study,
2. Relevant certification(s) and/or licenses,
3. At least two years of experience in appropriate fields of counseling, and
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

Supervision of off-campus counseling experience takes place during individual supervision at the OCC and is conducted by supervisors meeting all CACREP Standards.

CO8. For students to receive formative and summative supervisor evaluations on their (direct and indirect) counseling service and implement learning intervention recommendations incorporated in supervisor evaluations. (CACREP 3. C.) Supervisor evaluations are designed to assess students' abilities to integrate and apply program knowledge to their direct and indirect counseling service.

- a. During practicum, each student will meet with her/his supervisor for a formative individual feedback/evaluation meeting at mid-term and summative evaluation meetings at the end of the supervision term.
- b. Formative evaluation focuses on identifying strengths and deficiencies. These evaluations result in corresponding outcome goals and learning intervention recommendations consistent with professional standards. Summative evaluation

- focuses on outcome and is used to assess whether formative goals and/or learning intervention steps have been achieved.
- c. The RTS MAC Program uses the *Student Counselor Rating Form* (SCOR Form, attached in Syllabus Appendix A, below) to facilitate formative and summative student-counselor evaluations. Formative goals and learning interventions are supervisor generated, in collaboration with supervisees. These are recorded by the supervisor on the SCOR Form. The SCOR form data is retained by the MAC program. Students are to record and retain formative goals and learning interventions. The accumulated, program-retained data are referenced at future evaluation supervision meetings.
- CO9. For students to experience a variety of professional activities and resources, including technological resources (*CACREP 3.D.*). In order for MAC students to experience various professional activities and resources during practicum, MAC students will:
- a. Obtain professional liability insurance prior to taking practicum (*CACREP 3.A.*);
 - b. Read and demonstrate comprehension of the site-specific procedures and protocols detailed in the 2023-2024 *Oviedo Counseling Clinic Handbook* (provided during clinical orientation);
 - c. Learn and consistently use case management software (*Elevate* and/or *Titanium Schedule*) designed to assist counselors in session-note writing and record keeping that conforms to professional and ethical standards;
 - d. Learn and consistently use specialized DVR recording and reviewing technology in order to facilitate data-based supervision (*Avigilon Control Center*);
 - e. Observe counseling of and provide counseling to clients within the varied populations of the off-campus group counseling opportunities;
 - f. Interact with licensed mental health professionals at off-campus group counseling locations;
 - g. Participate in various opportunities for professional growth as provided during weekly Oviedo Counseling Clinic staff meetings;
 - h. On occasion students have opportunities to assist professors in community service seminars or participate as co-counselors with professors or supervisors;
 - i. Have access to the following resources to assist in case conceptualization, treatment planning, etc.
 - 1. RTS library holdings,
 - 2. RTS library online database information,
 - 3. Site-specific Clinic testing materials,
 - 4. Site-specific Clinic treatment planning guides, and
 - 5. Site-specific clinical aids (e.g., workbooks, art therapy materials, etc.).
 - j. Shadow Oviedo Counseling Clinic administrative assistant to learn about the financial and administrative tasks involved in running a counseling clinic.
- CO10. Gain experience leading (or co-leading) a counseling or psycho-educational groups (*CACREP 3.E*). This objective applies to the MAC clinical sequence courses (practicum and internship) as a whole and may be satisfied in any one or more of those courses. If a group leadership

experience is offered during practicum it must also conform to all other practicum parameters.

Methods of Instruction

Face-to-face individual and group supervision as described in course objectives and assignments.

Practicum Assignments, i.e., Requirements (Student Performance Evaluation Criteria)

A1. Proof of Insurance

Students must obtain professional counseling liability insurance prior to participating in practicum and to retain professional counseling liability insurance throughout the clinical experience courses. (CACREP 3.A.)

RTS MAC students are required to provide initial proof of insurance by submitting verification documents to Kathie Earll (kearl@rts.edu), MAC Associate Site Administrator, no later than two weeks prior to practicum. Students will not be able to begin practicum activities until proof of insurance has been received.

A2. OCC Clinic Handbook Quiz (5% of grade; pass/fail)

Students must achieve a passing score (95% or above) on the *OCC Handbook* quiz in Canvas prior to independently interacting with any clients in a practicum, student-counselor capacity (i.e., scheduling sessions, counseling, etc.). The quiz can be taken after completing clinic orientation in January and must be completed **by February 9, 2024 at 11:59pm**. (CACREP 3.D.)

A3. Direct Counseling Hours

Students are to obtain at least 40 clock hours of supervised **direct** counseling service as described in CO2., above. (CACREP 3. G.) This can be a combination of co-counseling, individual counseling, and group counseling experiences. All direct counseling service hours are to be tracked in *Elevate* and/or *Titanium Schedule*. Students who have not completed 40 direct hours by the end of the supervision term (May 17, 2024) will receive an incomplete in the course until this requirement is met.

A4. Indirect Counseling Hours

Students are to engage in at least 60 clock hours of **indirect** supervised counseling experience, ancillary to direct counseling as described in CO3., above. (CACREP 3. F.) All indirect counseling service hours must be tracked in *Elevate* and/or *Titanium Schedule*. Students who have not completed 60 indirect hours by the end of the supervision term (May 17, 2024) will receive an incomplete in the course until this requirement is met.

A5. Individual Supervision Attendance & Engagement (10% of grade)

Students are required to attend and actively engage in individual supervision (as described in CO4. above) that averages one hour per week with CACREP-qualified supervisors. (CACREP 3. H.) All individual supervision hours must be tracked in *Elevate* and/or *Titanium Schedule*. Engagement in individual supervision includes being on time, being prepared (having a video clip pre-selected, having questions about clients ready, etc.), and getting supervision log signed weekly. Grades are assigned based on attendance records in *Elevate* and/or *Titanium* and feedback from your individual supervisor at the end of the supervision term.

A6. Group Supervision Attendance & Engagement (10% of grade)

Students are required to attend and engage in group supervision (as described in CO5. above) that averages two hours per week with CACREP-qualified supervisors. (CACREP 3.1.) Engagement in group supervision includes being on time, working with supervisor to schedule live sessions (as assigned), and actively participating in group discussions. Grades are assigned based on attendance records in *Elevate* and/or *Titanium* and feedback from your group supervisor at the end of the supervision term.

A7. Midterm SCOR Assessment (15% of grade)

Students must meet with their individual supervisors at mid-term (during individual supervision the week of March 11-15, 2024) to collaboratively complete formative SCOR evaluations. Together, the supervisor and student will form goals based on the “formative intervention plan” sections of the SCOR.

At mid-term, it is expected that all students will receive a “2 (Nears Expectations)” or above on each SCOR item. This score reflects your development as compared to what is expected of practicum students. For each item score below “2”, two points are deducted from the grade for this assignment. (For example, a student who receives “2” or above on all SCOR items will get 100 pts for this assignment; while a student who receives a score of “1” on two items will receive 96 pts for this assignment).

A8. Final SCOR Assessment (30% of grade)

Students must also meet individually with supervisors at term end (during individual supervision the week of May 13-17, 2024) to discuss steps taken towards goals set at mid-term, to form goals for internship (based on the “formative intervention plan” sections, and to receive supervisor summative SCOR evaluation. (In this case, summative evaluation involves consideration of the outcome of goals designated during mid-term formative evaluations.)

At the end of term evaluation, it is expected that all students will receive a “3 (Meets Expectations)” or above on each SCOR item. This score reflects your development as compared to what is expected of practicum students. For each item score below “3”, two points are deducted from the grade for this assignment. (For example, a student who receives “3” or above on all SCOR items will get 100 pts for this assignment; while a student who receives a score of “2” or below on two items will receive 96 pts for this assignment).

Students who receive scores lower than “Meets Expectations” on any SCOR items, on the Final SCOR assessment in practicum, will be asked to meet with the Practicum and Internship Coordinator (Tracy Veligdan) to develop a plan to address areas of concern. If any SCOR items are rated at a level “1, Below Expectations” on the final SCOR evaluation in practicum, that student’s continuance in the RTS MAC program will be in question and subject to the decision of the MAC Student Review Committee and RTS leadership (in keeping with RTS due process guidelines).

A9. Group Experience

If opportunity is provided students may engage in leading (or co-leading) a counseling group or psycho-educational group. (CACREP 3.E). This assignment is a requirement pertaining to the MAC clinical sequence courses (Practicum and Internship) as a whole and may be satisfied in any one or more of those courses. If a group leadership experience is engaged in during practicum or internship, it must also conform to all other practicum and/or internship parameters. A “Group Experience Form” (available on course Canvas page) must be signed by your on-site supervisor and turned into your individual supervisor before the first group session.

Note: It is an RTS MAC policy that students are required to obtain 120-150 hours of direct counseling with multiple-person clients (i.e., couples, families and/or groups) as part of the overall 400 direct hours required in the practicum and internship sequence.

A10. Clinic Record Keeping and Professionalism (10% of grade)

Students must comply with all procedures detailed in the *OCC Handbook*, e.g., procedures involving:

- case assignment and first session procedures,
- case file management and session note writing,
- professional attire and behavior, and
- email and social media policies.

The first failure to comply with a particular procedure will result in a warning. Subsequent failures to comply will result in a reduction of your grade.

Clinic documentation (i.e., progress notes, treatment plans, and supervision log) is reviewed monthly by the Practicum and Internship Coordinator and/or via peer file checks (during clinic staff meetings). Grades are assigned in consultation with your individual supervisor, the OCC Clinical Director of Counseling Services, and the Practicum and Internship Coordinator.

Note: **Students are required to turn in evaluations of their individual and group supervisors at the end of each term. Failure to turn in these evaluations will result in a grade deduction.**

A11. Telehealth Training (10% of grade)

Students are required to complete 7 hours of telehealth training, including 2 face-to-face hours during clinic orientation on January 29, 2024, and 5 hours of required videos (on Canvas). Brief quizzes will be completed on each video watched. This training counts as indirect hours. Quizzes and due dates will be posted in Canvas.

A13. Reflection Assignment (10% of grade)

Students are required to read the Langberg text (*In Our Lives First*) during practicum. Students are encouraged to follow the format of the book and read one reflection/essay a day (rather than reading the book in one or two sittings). Readings will periodically be discussed in clinic staff meetings. In a Canvas discussion, students will be asked to write 6 *brief* (one paragraph) responses to the “for further thought” items from the chapters.

For each “week” in the book, choose one “for further thought” item to reflect on more deeply. Write a *brief* (one paragraph) reflection (in the corresponding Canvas discussion) in response to the prompt, briefly discussing your reflections after engaging in the prayers or readings suggested by the prompt. Your post should begin by indicating the page number and text of the “for further thought” prompt that you are responding to, followed by a few sentences on your thoughts.

Langberg, pp.5-30 (Week 1)	Due February 14, 2024 at 11:59pm
Langberg, pp.31-56 (Week 2)	Due February 28, 2024 at 11:59pm
Langberg, pp.57-82 (Week 3)	Due March 13, 2024 at 11:59pm
Langberg, pp.83-110 (Week 4)	Due March 27, 2024 at 11:59pm
Langberg, pp.111-136 (Week 5)	Due April 10, 2024 at 11:59pm
Langberg, pp.137-160 (Week 6)	Due April 24, 2024 at 11:59pm

Assignments Summary

Course Assignment Summary	Weighted % of total grade
Individual Supervision Attendance & Engagement	10%
Group Supervision Attendance & Engagement	10%
Clinic Record-Keeping and Professionalism	10%
Telehealth Training Attendance	10%
Clinic Handbook Quiz	5%
Reflection Assignment	10%
Midterm SCOR	15%
Final SCOR	30%
	100 %

Grading Scale

A = 97-100%	B- = 86-87%	D+ = 75-77%
A- = 94-96%	C+ = 83-85%	D = 72-74%
B+ = 91-93%	C = 80-82%	D- = 70-71%
B = 88-90%	C- = 78-79%	F = below 70%

RTS Disability Policy

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that she or he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Required Course Materials

- Langberg, Diane M. (2014) *In Our Lives First: Meditations for Counselors*. ISBN-13: 978-1497444010
- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)*. ISBN-13: 978-0890425763
- American Mental Health Counselors Association (2015). AMHCA Code of Ethics. (Available online at <http://www.amhca.org/learn/ethics>)
- American Counseling Association (2014). ACA Code of Ethics. (Available online at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>)
- *Oviedo Counseling Clinic Handbook* (2023-2024). **Provided at clinic orientation.

Student Learning Outcomes

CO5680 Practicum

Course Objectives: Knowledge and Skill Outcomes	Readings	Assignments	CACREP Standard*
CO.1. For students to obtain at least 40 hours of supervised direct counseling service, i.e., face-to-face client contact.	NA	A3. Students are to obtain at least 40 hours of supervised direct counseling service.	3.G.,K.,& R., Glossary "Direct Service"
CO2. For students to obtain at least 100 clock hours of indirect supervised counseling experience ancillary to direct counseling service activities.	NA	A4. Students are to engage in at least 100 clock hours of indirect counseling experience.	3.F., J. & R., Glossary "Direct Service"
CO3. For students to engage in individual or triadic supervision of Practicum experience that averages one hour per week with CACREP qualified supervisors. Standard 3. H.	NA	A5. Students must engage in individual or triadic supervision of Practicum experience that averages one hour per week.	3.H.
CO4. For students to engage in group supervision (6 or fewer students) of Practicum experience that averages one- and one-half hours per week with CACREP qualified supervisors.	NA	A6. Students must engage in group supervision of Practicum experience that averages one- and one-half hours per week.	3. I., S., U. & Glossary "Group Supervision"
CO5. For students to engage in Practicum experiences over the course of one academic term lasting at least 10 consecutive weeks.	NA	Included in A5. & A6. Students must engage in practicum experiences over the course of one academic term lasting at least 10 consecutive weeks.	3.F.
CO6. For students to receive Group and Individual supervision conducted by CACREP qualified Supervisors.	NA	Included in A3., A4.	3. N. and 3.P.
CO7. For students to receive direct counseling service supervision that is based on audio/video recordings and/or live supervision.	NA	A5 & A6. Students must video record all counseling sessions and/or engage in live supervision. Students must prepare and show video clips for all non-live supervision.	3. B.
CO8. For students to receive formative and summative supervisor evaluations on their direct and indirect counseling service.	NA	A7 & A8. Students must meet individually with their supervisor mid-term and end-term to receive and discuss formative and summative supervisor evaluation.	3. C.
CO9. For students to experience a variety of professional activities and resources, including technological resources.	1. Clinic Handbook2. ACA & AMHCA Code of Ethics	A1. Obtain liability insurance, prior to Practicum. A2. Pass Clinic Handbook test before Practicum client work. A10, A11, & A12.	3.A., 3.D.
CO10. For students to gain experience leading or co-leading a counseling group or psycho-educational group if opportunity is offered.	NA	A9. If opportunity is provided students may engage in leading (or co-leading) a counseling group or psycho-educational group.	3. E.

Course Objectives Related to MAC* Student Learning Outcomes

Course: CO5680 Practicum
 Professors: Dr. Scott Coupland, Guest Lecturers
 Campus: Orlando
 Date: Spring 2024

MAC* Student Learning Outcomes <i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		Rubric Strong, Moderate, Minimal, None	Mini-Justification
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Students apply their understanding of ethical counseling practice in a clinical setting
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Moderate	Students apply counseling skills with diverse client populations in a clinical setting.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Moderate	Students conceptualize clients in light of developmental expectations and seek to understand impact of multiple factors on the clients' development.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	Minimal	Students provide career counseling in a clinical setting.
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Strong	Students utilize various theories and models of counseling in a clinical setting.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Moderate	Students lead psychoeducational, counseling, and psychotherapeutic groups in various clinical settings.
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Moderate	Students have opportunities to engage in ongoing assessment and clinical evaluation in their clinical work, including utilizing formal assessments with clients.
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Students utilize research findings in a clinical setting. Occasionally, students are given the opportunity to participate in current research projects.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Strong	Students apply knowledge and skills related to clinical mental health counseling in a clinical setting with a diverse range of clients.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Strong	Students practice integrating counseling and biblical/theological concepts in work with clients.
Sanctification	Demonstrates a love for the triune God.	Strong	The process of change/growth is foundational to the counseling process.

Student Counselor Outcome Rating (SCOR)

Student _____ Supervisor _____ Date _____

<input type="checkbox"/> Practicum <input type="checkbox"/> Internship-1 <input type="checkbox"/> Internship-2 <input type="checkbox"/> Internship-3 <input type="checkbox"/> Mid-term <input type="checkbox"/> End-term <i>Spring Summer Fall Spring Formative Summative</i>	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
* Indicates item is required for program assessment and must be scored.				
A. Helping Relationship Skill and Disposition				
* 1. Demonstrates acceptance/valuing of the client(s).	1	2	3	4
* 2. Facilitates useful client exploration via skillful active listening, i.e., empathic feeling and content responses, appropriate open questions, and non-verbal pacing.	1	2	3	4
* 3. Engages collaboratively vs. overly didactically and/or with unwarranted advice giving.	1	2	3	4
4. Demonstrates appropriate and effective initiative in promoting progress toward therapeutic goals.	1	2	3	4
* 5. Demonstrates the ability to convey realistic hope to clients.	1	2	3	4
Formative Intervention Plan:				
B. Theoretically-based Case Conceptualization and Treatment Implementation				
* 6. Exhibits therapeutic understanding, i.e., theoretically informed conceptualization of client problem and goal hypotheses.	1	2	3	4
* 7. Develops and reviews treatment goals in collaboration with clients.	1	2	3	4
* 8. Uses practical intervention strategies, i.e., generates and implements relevant ideas of client behavior change and counselor means of facilitation.	1	2	3	4
9. Helps clients address significant emotional and “deeper dynamic” issues beneath client “surface” verbal presentation.	1	2	3	4
10. Effective use of here-and-now interactions (e.g. immediacy, self-disclosure, and confrontation).	1	2	3	4
* 11. Displays understanding and respect regarding diversity, e.g., age, gender, race, ethnicity, culture, religion, sexual orientation, disability, socioeconomic status, etc.	1	2	3	4
12. Graciously and appropriately addresses spiritual issues in treatment conceptualization and implementation.	1	2	3	4
* 13. Demonstrates knowledge and appropriate use of assessment and diagnostic concepts, categories (e.g., DSM and ICDM), and tools.	1	2	3	4
14. Recognizes and appropriately addresses transference and counter-transference.	1	2	3	4
15. Handles terminations in a planned and appropriate manner.	1	2	3	4
* 16. Demonstrates knowledge and conduct appropriate to ethical, legal and professional standards.	1	2	3	4
Formative Intervention Plan:				

	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
† Indicates item is required for program assessment and must be scored <i>for Internship-3 students</i>				
C. Case Management				
17. Composes insightful and useful case notes.	1	2	3	4
18. Composes case notes, other records and clinical tasks punctually.	1	2	3	4
19. Performs scheduling, out-of-session contacting and other ancillary tasks efficiently.	1	2	3	4
Formative Intervention Plan:				
D. Supervisory, Professional and Clinical Relationships				
20. Attendance and attendance communication.	1	2	3	4
21. Preparation for supervision, e.g., hours-record forms and cued video clips.	1	2	3	4
22. Self and other awareness and respect in therapeutic, peer and supervisory relationships.	1	2	3	4
† 23. Demonstrates facility communicating with external health providers or other professionals to coordinate client care (as needed).	1	2	3	4
Formative Intervention Plan:				

The supervisor has reviewed this assessment with the supervisee and provided verbal feedback in addition to this written feedback.

Supervisor signature _____ **Date** _____

Student signature _____ **Date** _____

SCOR Rubric

Numerical ratings are relative to the student's current stage in the program.

Exceeds Expectations (4) The student demonstrates exceptionally strong (i.e., exceeds supervisor expectations for the student's current stage in the program) knowledge, skills, and dispositions in the specified clinical dimension.

Meets Expectations (3) The student demonstrates consistent proficient knowledge, skills, and dispositions in the specified clinical dimension.

Near Expectations (2) The student demonstrates inconsistent and/or limited knowledge, skills, and dispositions in the specified clinical dimension.

Below Expectations (1) The student demonstrates insufficient evidence of the knowledge, skills, and dispositions in the specified clinical dimension.