LMU

Lincoln Memorial University

HARROGATE, TENNESSEE

VALUES • EDUCATION• SERVICE

CG 593
Practicum in Counseling
Fall 2020

Course Delivery Method: Lecture
Course Section:
Meeting Time and Place:
Course Credit Hours: 3

FACULTY CONTACT INFORMATION:
Instructor:
Phone:
Email:
Office Hours: by appointment and before and after class

COURSE and PROGRAM SPECIFIC INFORMATION

I.   **COURSE DESCRIPTION:** Supervised practical experience for counseling candidates which emphasizes the application of knowledge gained with clients, schools, and agencies.

II.   **COURSE OBJECTIVES:**

A.   The student will complete a minimum workload of 10 clock hours per week on site totaling 100 clock hours in one full semester.
B.   The student will demonstrate completion of 40 hours of direct service in a clinical mental health, school, or career counseling setting.
C.   The student will engage in one hour per week of individual or triadic supervision and an average of two hours of supervision per week in group supervision with a program faculty member.
D.   The student will apply counseling skills and methods learned in previous or concurrent coursework.
E.   The student will produce their integration of theory into practice.
F.   The student will be able to explain various aspects of professional conduct and ethical standards as they apply to practice.
G.   The student will gain experience working with a variety of clients and presenting problems.

H.   The student will begin to formulate and articulate a personal approach to counseling.
I.   The student will learn to integrate evaluative feedback to improve their counseling skills.
J.   The student will demonstrate their knowledge of research areas of professional interest to improve service to clientele.
K.   The student will record counseling sessions either on audio or video equipment for review by the instructor, the on-site supervisor and peers.

State of Tennessee PreK – 12 Professional Counseling Standards

TN-LMUCG.I.C.   Understand the philosophical basis underlying the helping profession and facilitate human growth and development through counseling and consultation emphasizing collaboration, reflection and research. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.

CACREP Standards Addressed:

CORE CURRICULUM
F. 1. b. multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
       k. strategies for personal and professional self-evaluation and implications for practice
       m. the role of counseling supervision in the profession

5. COUNSELING AND HELPING RELATIONSHIPS
       c. theories, models, and strategies for understanding and practicing consultation
       h. developmentally relevant counseling treatment or intervention plans
       i. development of measurable outcomes for clients
       k. strategies to promote client understanding of and access to a variety of community-based resources

III.   TEXTS/MATERIALS FOR THE COURSE:

All students need to have a portable recording device that IS NOT connected to the internet, due to HIPAA compliance issues with recordings made with internet connected devices such as laptops and cellphones. A web or ebay search for "digital audio recorder" will yield several cost-effective options.

Mental Health Required Text:

Hodges, S. (2021). *The Counseling Practicum and Internship Manual.* (3rd edition). New York: Springer Publishing.

Recommended Texts:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5.* Washington, D.C: American Psychiatric Association.

Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The child psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.

Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.

Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The adult psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.

Recommended Readings:

Buxton, T. (2015). Trauma-informed care: How neuroscience influences practice. *Counseling and Psychotherapy Research. 15*(3). 329-240.

Duffy, M. E., Henkel, K. E., & Earnshaw, V. A. (2016). Transgender clients' experience with eating disorder treatment, *Journal of LGBT Issues in Counseling*, 10(3), 136-149.

Erford, T., Hayes, D., & Crockett, S. (2015). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (2nd ed.). Upper Saddle River, NJ: Pearson.

Linehan, M. M. (2015). *DBT skills training manual* (2nd ed.). New York: The Guilford Press.

Miller, G., (2014). *Learning the language of addiction* (4th ed.). Hoboken, NJ: John Wiley and Sons Inc.

Rodgers, R. F., Lowy, A. S., Halperin, D.. M., & Franko, D. L. (2015). *A meta-analysis examining the influence of pro-eating disorder websites on body image and eating pathology.* European Eating Disorders Review, 24(1), 3-8.

Recommended Readings on Theory:

Beck, J. S. (2011). *Cognitive Behavior Therapy: Basics and Beyond (2ndEd.).* New York: Gilford Press.

Carlson, J., Watts,R. E., & Maniacci, M. (2006). *Adlerian Therapy: Therapy and practice.* Washington, D.D.: American Psychological Association.

Corey, G. (2012). *Theory and Practice of Group Counseling (8th Edition).*Belmont, CA: Brooks/Cole, CengageLearning.

Frew, J., & Spiegler, M. D. (2012). *Contemporary psychotherapies for a diverse world.* New York, Routledge.

Frankl, V. E. (2006). *Man's Search for Meaning.* Boston, MA: Beacon Press.

Glasser, W. (1965). *Reality Therapy: A new approach to psychiatry.* New York: Harper & Row.

Guterman, J. T. (2013). *Mastering the Art of Solution-focused Counseling. (2nd ed)* Alexandria, VA: American Counseling Association.

Hayes, J. A., Gelso, C.J.,& Hummel, A. M. (2011).*Management of Countertransference.* In J. C. Norcross(Ed.), *Psychotherapy Relationships that Work: Evidence-based responsiveness (2nd. Ed., pp. 239-258).* New York: Oxford University Press.

Herbert, J. D., & Forman, E. M. (2011). *Acceptance and Mindfulness in Cognitive Behavior Therapy: Understanding and applying the new therapies.* Hoboken, NJ: Wiley.

Jung, C. G. (1961). *Memories, Dreams, Reflections.* New York: Vintage.

Kirschenbaum, H. (2009). *The Life and Work of Carl Rogers.* Alexandria, VA: American Counseling Association.

Nichols, M. P. (2010). *The Essentials of Family Therapy (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.*

Winslade, J., & Monk, G. (2007). *Narrative Counseling in Schools(2nd Ed.).* Thousand Oaks, CA: Corwin Press (Sage).

Worell, J., & Remer,P. (2003). *Feminist Perspectives in Therapy: Empowering Diverse Women(2nd Ed.). New York; Wiley.*

Wubbolding,R. E. (2011). *Reality Therapy.* Washington, D.C.: American Psychological Association.

Yalom, I. D. (2008). *Staring at the Sun: Overcoming the Terror of Death.* San Francisco: Jossey-Bass.

Yalom, I. D., &Josselson, R. (2011). *Existential Psychotherapy.* In R. Corsini &D. Wedding (Eds.), *Current Psychotherapies (9thed., pp. 310-341)*. Belmont, CA: Brooks/Cole, Cengage Learning.

Yontef, G., & Jacobs,L. (2011). *Gestalt Therapy.* In R. Corsini & D. Wedding(Eds.).*Current Psychotherapies (9thed. Pp. 342-382).* Belmont, CA: Brooks/Cole, Cengage Learning.

School Required Text:
Studer, J. R. (2016). *A guide to practicum and internship for school counselors-in-training.* (2nd edition). New York: Routledge.

Recommended Texts:
ASCA National Model (2019).

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5.* Washington, D.C: American Psychiatric Association.

Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The child psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.

Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.

Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The adult psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.

Recommended Reading:

Goodman-Scott, E., Betters-Bubon, & Donohue, P. (2016). Aligning comprehensive school counseling programs and positive behavioral interventions to maximize school counselors' efforts. *Professional School Counseling, 19(1), 57-67.*

Rumsey, A. D., & Milsom, A. (2019). Supporting school engagement and high school completion through trauma informed school counseling. *Professional School Counseling,* 22(1), 1-10.

Professional School Counseling, 20(1) SPECIAL ISSUE: School Counselors Transforming Schools for LGBTQ Students.

Salomon, I., & Brown, C. S. (2018). The selfie generation: Examining the relationship between social media use and early adolescent body image. *The Journal of Early Adolescence*. Retrieved from https://doi.org/10.1177/0272431618770809

Tillman, K. S., Prazak, L. B., Miller, S., Benezra, M., & Lynch, L. (2016). Factors influencing school counselors' suspecting and reporting of childhood physical abuse: Investigating child, parent, school, and abuse characteristics. *Professional School Counseling, 19*(1), 103-115.

Tinstman-Jones, J. L., Campbell, L. O., Haugen, J. S., & Sutter, C. C. (2020). Cyberbullying considerations for school counselors: A social media content analysis. *Professional School Counseling.* 23(1), 1-12.

Williams, J., Steen, S., Albert, T., Dely, B., Jacobs, B., Nagel, C., & Irick, A. (2016). Academically Resilient low-income students' perspectives of how school counselors can meet their academic needs. *Professional School Counseling 19*(1), 155-165.

Young, A. & Kaffenberger (2016). School counseling professional development: Assessing the use of data to inform school counseling services. *Professional School Counseling* 19(1), 46-56.

Useful Resources:

Childswork.com

COVID resources https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources; https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/covid-update https://www.american.edu/centers/cprs/school-counselor-covid-19-resources.cfm

Marco

National Center for Youth Issues

Bender, J. M. (2004). *Tyler Tames the Testing Tiger.*

Kenzle, P. T. (1991). *Pickle Packet for Elementary School Counselors.* Doylestown, PA, Marco.

Shannon. D., (2002). *David Gets in Trouble.* New York. Scholastic Inc.

IV. **Course Requirements, Assessment (Learning Outcomes), and Evaluation Methods**

NOTE: <u>ALL</u> Assignments for this course are to be submitted to Livetext.

AS THE PRACTICUM INVOLVES A SKILLS BASED FOCUS, <u>**ATTENDANCE IS REQUIRED.**</u> THE CLASS IS PASS-FAIL.

IN THE EVENT THAT THE REQUIRED NUMBER OF HOURS CANNOT BE COMPLETED IN THE INITIAL SEMESTER, AN IP MAY BE ASSIGNED AS A GRADE. AFTER THE COMPLETION OF HOURS IN THE FOLLOWING SEMESTER, THE GRADE WILL BE CHANGED AS APPROPRIATE WITH THE TURNING IN OF ALL COMPLETED MATERIALS.

SPECIFIC ASSIGNMENTS FOR COURSE:

I. **Self-Reflection Key Assignment Via**

Practicum-Developmental Reflection/Self-Assessment

The student will write a reflection that addresses their current knowledge and skill base in the counseling profession in two parts. The first will be completed at the beginning of the semester and the second part will be completed at the end of the semester. This will include knowledge and skill base, preferred theoretical orientation, personal biases, personal suitability and disposition, strengths, targeted growth areas and professional goals. It will also include a personal statement reflecting ethical practice and cultural competence.

CACREP 2016 Standard 2.F.1.m: the role of counseling supervision in the profession
CACREP 2016 Standard 2.F.1.k: strategies for personal and professional self-evaluation and implications for practice

II. **Consultation/Collaboration Key Assignment Via**

The purpose of this case study assessment is to provide counselor candidates an opportunity to demonstrate an understanding of consultation/collaboration models used within school and mental health counseling settings. Specifically, the counselor candidate will follow these guidelines for the consultation/collaboration experience write-up.

CACREP 2016 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources
CACREP 2016 2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
CACREP 2016 2.F.5.c: theories, models, and strategies for understanding and practicing consultation

III. Prepare counseling tapes for evaluation and class participation as per instructor

instructions (see Practicum Handbook).

CACREP 2016 2.F.5.i: development of measurable outcomes for clients
CACREP 2016 2.F.5.h: developmentally relevant counseling treatment or
intervention plans

IV. Participate in seminar and individual/triadic supervision weekly.

V. Disposition to be completed by Site Supervisor and University Supervisor at the end of
the semester

The following paperwork will be submitted to Via/Livetext:

These Items Must Be Submitted to Via **BEFORE STARTING PRACTICUM HOURS**:
1. Copy of LMU/Host Site Application/Contract
2. Verification of Site Supervisor Credentials, Master's Degree or License
3. Proof of Liability Insurance
4. Statement of ACA Ethical Compliance

The following Must be **Submitted to Livetext 3 days before in class presentation:**
5. Release to Tape Clients (p. 24)
6. Tape Critique Forms (p.27)

The following Must Be Submitted **By the End of the Semester:**
7. Evaluation of Student by Site-Supervisor
8. Evaluation of Placement by Student
9. Summative Sheet for Hours

Professors' cell phone is provided as a courtesy. Do not call before 9:00 am or after 7:00 pm
and do not call on the weekends. If you have a question outside of this timeframe, please email
your professor.

VI. **METHODS OF INSTRUCTION:**

Weekly Classes:
Candidates will meet weekly for 1.5 hours of group supervision where current issues will
be discussed and problem-solving skills developed, including clinical and ethical
development. In addition to group supervision each candidate will have a site supervisor
that will provide onsite supervision and meet with the candidate weekly to discuss and
facilitate development. Finally, each candidate will have weekly individual or triadic
supervision with an LMU faculty member for a minimum of ten sessions during the
semester.

Clinical Experience: Candidates will successfully complete a 100 hour practicum
experience with an approved site and site supervisor as per CACREP Standards. Students

are required to receive 40 direct hours of service with clients. Key assignments, appropriate standards, assessment and reporting are addressed elsewhere in the syllabus and are consistent with CACREP Standards.

VII.   **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

<u>**Technology**</u>
Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources**. Computer access must be available on a personal computer**.

<u>**Via/LiveText**</u>
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at **http://livetext.com** or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

<u>**Library Resources**</u>
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **Professional Collection**, a custom selection of more than 300 full text periodicals for educators covering the subject areas of "health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;" and **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan

VIII.   **COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

MEETING 1	Review Syllabus and course requirements Review Handbook Complete Student Information Sheet Site Supervisor Expectations Understanding the Roles and Functions of Counselors and relationships with other human service providers Beginning of Semester Documents Due before starting hours

MEETING 2 School in purple Mental Health in Green	*Chapter 1 Getting Started in Your Clinical Experiences as a School Counselor in Training* *Chapter 2 Understanding the School Culture as a School Counselor in Training* Chapter 4 An Overview of Supervisory Practices for School Counselors in Training Chapter 5 Supervision as a Developmental Passage *Chapter 1 Introduction to the Counseling Profession and the Practicum/Internship Experience* *Chapter 2 (Optional) Selecting and Applying for a Practicum/Internship* *Chapter 6 Models of Supervision: Classroom and Site Supervision* **CACREP 2016 Standard 2.F.1.m**: the role of counseling supervision in the profession **CACREP 2016 Standard 2.F.1.k**: strategies for personal and professional self-evaluation and implications for practice
MEETING 3	*Chapter 3 Applying Counseling Theories During the Clinical Experience* *Review COVID Resources* *https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources* **https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/covid-update** *Chapter 3 Ethical and Legal Issues* *Chapter 5 Clinical Writing and Documentation in Counseling Records* **Self-Reflection Part 1 Due-**in class we will discuss self-reflection papers, specifically goals for semester and areas of improvement. **CACREP 2016 Standard 2.F.1.k**: strategies for personal and professional self-evaluation and implications for practice
MEETING 4	*Chapter 13 Understanding Differences in the Schools* *Chapter 4 Clinical Issues in Practicum/Internship* *Chapter 7 Multicultural Issues and Considerations* Student presentations/tape review

MEETING 5	*Chapter 14 Developmental Issues of Students* *Chapter 9 Crisis Intervention in Practicum/Internship* *Chapter 10 Ensuring Safety on Practicum and Internship* Counseling Goals: The importance of developmentally appropriate treatment plans and measurable outcomes **CACREP 2016 Standard 2.F.5.h**: developmentally relevant counseling treatment or intervention plans **CACREP 2016 Standard 2.F.5.i:** development of measurable outcomes for clients Student presentations/tape review
MEETING 6	*Chapter 6 The ASCA National Model as a Supervisory Guide* *Chapter 8 Managing Stress During Your Practicum and Internship* **CACREP 2016 Standard 2.F.1.k**: strategies for personal and professional self-evaluation and implications for practice Student presentations
MEETING 7	*Chapter 12 Applying the American School Counselor Association Ethical Standards to Clinical Experiences* Consultation, Collaboration & The importance of a referral network and connecting clients with community resources **CACREP 2016 Standard 2.F.5.k:** strategies to promote client understanding of and access to a variety of community-based resources **CACREP 2016 Standard 2.F.1.b:** multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation **CACREP 2016 Standard 2.F.5.c:** theories, models, and strategies for understanding and practicing consultation Student presentations
Meeting 8	Plan for Next Semester

	-Comps, NCE, Praxis
MEETING 9	Student presentations **Case Conceptualizations Due**
MEETING 10	Student presentations **Consultation/Collaboration Paper Due**
Meeting 11	*Chapter 13 Termination in Counseling How to Say Goodbye* Student Presentations
Meeting 12	documents Review Student Presentations
Meeting 13	*Chapter 11 Addressing Trauma in Counseling Interventions for Victims, Survivors, and Practicum and Internship Students* Student Presentations
Meeting 14	Presentations
Meeting 15	**Thanksgiving Break**
Meeting 16	**End of semester documents due** **Self-Reflection 2 Due-**In class we will discuss growth over semester, goals for internship, areas that need improvement **CACREP 2016 Standard 2.F.1.k**: strategies for personal and professional self-evaluation and implications for practice

IX. **HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):NA**

X. **TRANSPARENT INSTRUCTION:**
The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualiftying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

XI. **[EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: NA**

XII. **IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:**

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without "WD"	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without "F"	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XIII. **UNIVERSITY SERVICES:**

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit https://www.lmunet.edu/academic-and-student-services/index.php for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIV. **UNIVERSITY POLICIES:**

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:
- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties

- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog https://www.lmunet.edu/academics/catalogs.php).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.
Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade "F" for such course(s), so noted on the student's academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date.

Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:
    Verification of Identity
    Protection of Identity
    No Additional Charges

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6587).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:
    Catalogs: https://www.lmunet.edu/academics/catalogs
    Handbooks: http://www.lmunet.edu/student-life/handbooks

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging

someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call(423) 869-6277, or schedule an appointment online at https://www.lmunet.edu/counseling/index.php.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/ Insitutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of $20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:
- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class

meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XV.   MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP.

University Mission and Purpose Statement

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees   May 5, 2006

School of Education – Unit Mission Statement

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values, Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understands of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**

Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent

counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

XVI. **STUDENT COMMUNITY ENGAGEMENT**: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: https://www.lmunet.edu/leadership-and-outreach/index.php or contact the Director of Leadership and Outreach, Hannah Wilson, at Hannah.wilson@lmunet.edu.

XVII. **TurnItIn.com notification**: Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

XVIII. **THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

CG 593 Practicum in Counseling - Completion Guides for Key Assignments
Self-Reflection Key Assignment Via

Practicum-Developmental Reflection/Self-Assessment

The student will write a reflection that addresses their current knowledge and skill base in the counseling profession in two parts. The first will be completed at the beginning of the semester and the second part will be completed at the end of the semester. This will include knowledge and skill base, preferred theoretical orientation, personal biases, personal suitability and disposition, strengths, targeted growth areas and professional goals. It will also include a personal statement reflecting ethical practice and cultural competence.

Completion Guide:
- Cover Page (APA)
- Description of current knowledge and skill base
- Description of current theoretical orientation(s).
- Discussion of applicable biases.
- Statement regarding personal suitability & disposition for the counseling profession.
- Discussion of personal strengths
- Discussion of perceived areas for needed growth.
- Discussion of professional goals.
- Discussion of ethical counseling practice and cultural competence.
- The two parts (pre and post course) should be clearly indicated with emphasis on changes occurring during the semester.
- At the end of the term, discuss the importance of professional and personal self-evaluation you have undertaken this semester as a necessary attribute of reflective practice, and implications for your future counseling endeavors. (This section will be assessed with CACREP Standard 2016.2.F.1.k)
- At the end of the term, also comment on the role of counseling supervision in your development of your identity as a professional counselor. (This section will be assessed with CACREP Standard 2016.2.F.1.m)

   CACREP 2016 Standard 2.F.1.m: the role of counseling supervision in the profession
   CACREP 2016 Standard 2.F.1.k: strategies for personal and professional self-evaluation and implications for practice

Rubric for Self- Reflection

Elements	Above Sufficient 3 points	Sufficient 2 points	Below Sufficient 1 point	NA
Personal and Professional Self-Evaluation **CACREP 2016 - 2.F.1.k** strategies for personal and professional self-evaluation and implications for practice	Counseling Practicum Candidate demonstrates a comprehensive understanding of strategies for personal and professional self-evaluation and articulates a nuanced understanding of implications for practice	Practicum Candidate demonstrates a clear understanding of strategies for personal and professional self-evaluation and connects this knowledge to implications for practice	Practicum Candidate demonstrates a limited or vague understanding of strategies for personal and professional self-evaluation and does not identify a connection to implications for practice	NA
Role of Supervision **CACREP 2016 - 2.F.1.m** the role of counseling supervision in the profession	Practicum Candidate demonstrates a comprehensive understanding of the role of counseling supervision in the profession, and how supervision has related to growth as a counselor	Practicum Candidate demonstrates a clear understanding of the role of counseling supervision in the profession	Practicum Candidate demonstrates a limited or vague understanding of the role of counseling supervision in the profession	NA

CG 593 – Practicum in Counseling - Consultation/Collaboration *Via Key Assignment*

The purpose of this case study assessment is to provide counselor candidates an opportunity to demonstrate an understanding of consultation/collaboration models used within school and mental health counseling settings. Specifically, the counselor candidate will follow these guidelines for the consultation/collaboration experience write-up.

- Contact a mental health professional in an agency (e.g., school, mental health center, DSS, etc.). Set up a brief meeting with the consultee/fellow collaborator to decide what item to consult/collaborate on.

- Engage in a consultation/collaboration relationship. This maybe a meeting with DCS in the schools or any collaboration with an outside agency in mental health.

- Write a two-page reflection of the consultation/collaboration experience that contains:
    a) Comment on the nature of the problem.
    b) A statement of what you learned about consultation/collaboration from this experience.
    c) A statement of what you learned about yourself because of this experience.
    d) A statement that demonstrates recognition of the multiple functions and roles across specialty areas, including how to interact with a wide range of agencies and organizations by applying consultation and collaboration strategies, and consider full implications of the application.
    e) A statement that demonstrates knowledge of how to promote client understanding and use of a variety of resources by developing strategies that allow clients/students access to referral sources and in seeking expert assistance.
    f) A statement that demonstrates knowledge of consultation with mental health professionals as appropriate and development of liaisons with community providers to ensure seamless and coordinated holistic care as demonstrated by their consultation/collaboration experience. All information is confidential.

    CACREP 2016 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources
    CACREP 2016 2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
    CACREP 2016 2.F.5.c: theories, models, and strategies for understanding and practicing consultation

Rubric for Consultation/Collaboration

Elements	Above Sufficient 3 points	Sufficient 2 points	Below Sufficient 1 point	NA
Theories, models, and strategies for practicing consultation **CACREP 2016 - 2.F.5.c** theories, models, and strategies for understanding and practicing consultation	Counselor candidate demonstrates a comprehensive understanding of theories, models, and strategies of consultation regarding teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.	Counselor candidate demonstrates a limited understanding of theories, models, and strategies of consultation regarding change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.	Counselor candidate demonstrates an unsophisticated understanding of theories, models, and strategies of consultation and or collaboration regarding change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.	
Multiple professional roles and functions of counselors including interagency and inter-organizational collaboration and consultation **CACREP 2016 - 2.F.1.b** the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Counselor candidate independently and accurately demonstrates recognition of the multiple functions and roles across specialty areas, interacts with a wide range of agencies and organizations by applying consultation and collaboration strategies, and is able to consider full implications of the application.	Counselor candidate accurately applies appropriate demonstrates an emerging recognition of the multiple functions and roles across specialty areas, interacts with a wide range of agencies and organizations by applying consultation strategies, and is able to consider some of the major implications of the application.	Counselor candidate fails to accurately apply appropriate demonstrates an emerging recognition of the multiple functions and roles across specialty areas, interacts with a wide range of agencies and organizations by applying consultation strategies, and is able to consider some of the major implications of the application.	

Promote client access to community-based resources **CACREP 2016 - 2.F.5.k** strategies to promote client understanding of and access to a variety of community-based resources	Counselor Candidate demonstrate knowledge of how to promote client understanding and use of a variety of resources by developing strategies that allow clients/students access referral sources and exhibits referral skills in seeking expert assistance. Through consultation with mental health professionals as appropriate and develop liaisons with community providers to ensure seamless and coordinated holistic care as demonstrated by their consultation/collaboration experience.	Counselor Candidate demonstrate knowledge of how to promote client understanding and use of a variety of resources by developing strategies that allow clients/students access referral sources and exhibits referral skills in seeking expert assistance. Through consultation with mental health professionals as appropriate and develop liaisons with community providers to ensure seamless and coordinated holistic care as demonstrated by their consultation/collaboration experience.	Counselor Candidate demonstrate knowledge of how to promote client understanding and use of a variety of resources by developing strategies that allow clients/students access referral sources and exhibits referral skills in seeking expert assistance. Through consultation with mental health professionals as appropriate and develop liaisons with community providers to ensure seamless and coordinated holistic care as demonstrated by their consultation/collaboration experience.	

Recording Evaluation Form (School and Mental Health)

Student: _____ _____ Mental Health_____ School Counseling
Recording Number: _____
    1. Was recording audible?   Y   N
    2. Was the recording critique completed and turned in on time?   Y   N

Recordings have been evaluated based on the following criteria, on a 1-5 scale
(1=poor/unsatisfactory; 2=weak/needs improvement; 3=average/satisfactory; 4=good;
5=excellent)

	1	2	3	4	5	NA
Opening of session was structured, friendly, has good rapport with client						
Accurately reflects feelings of client						
Communication between counselor/client was meaningful						
Demonstrates active listing skills (verbal and nonverbal)						
Confronts appropriately when necessary						
Uses appropriate goal setting skills						
Responds empathically to client						
Uses open-ended questions appropriately to encourage clients to express themselves						
Summarizes session appropriately by pulling together important elements of the session						

Intern's Conceptualization of case was appropriate   Y   N
Intern utilized appropriate theories and techniques   Y   N
Feedback:

Overall Rating of Session _____

<mark>Completed by student</mark>
Please use the following format as a guide for the Audio/Video Tape Write-up**. Use the session you play in class. Responses should be in paragraph form and typed. Counselor-in-Training is to provide a three-minute transcript of counseling session along with the session write up guidelines below.**

    1. Brief background of client (Record any family, medical, academic, social, emotional, cultural, gender, or other related factors pertinent to the context of this session)

    2. Major issues addressed in this session:

    3. Selected theoretical orientation, treatment, technique, or intervention plan. Counselor-in-training comment on how this was made developmentally appropriate (***CACREP standard 2016.2.F.5.h***):

4. What measurable outcomes for client were developed and discussed in session? This might include new perspective, ideas for change, plans for change, things to investigate/do before next session, etc. *(CACREP standard 2016.2.F.5.i)*:

5. Issues to come back to/unfinished business:

6. Strengths of session/What I learned:

7. Areas for growth of session

> **CACREP 2016 2.F.5.i:** development of measurable outcomes for clients
> **CACREP 2016 2.F.5.h:** developmentally relevant counseling treatment or intervention plans

CG 593 – PRACTICUM IN COUNSELING – COUNSELING SESSION WRITE-UP

Elements	Above Sufficient 3 points	Sufficient 2 points	Below Sufficient 1 point
DEVELOPMENTALLY RELEVANT INTERVENTION PLANS **CACREP 2016 - 2.F.5.H - STANDARD 2.F.5.H**	COUNSELING PRACTICUM STUDENT CREATES INDIVIDUALIZED COUNSELING TREATMENT OR INTERVENTION PLANS WHICH ARE DEVELOPMENTALLY RELEVANT, AND CITES DEVELOPMENTAL THEORIST AND CORRELATED STAGE OF DEVELOPMENT FOR CLIENT	COUNSELING PRACTICUM STUDENT CREATES GENERAL COUNSELING TREATMENT OR INTERVENTION PLANS WHICH ARE APPROPRIATE TO CLIENT FROM A DEVELOPMENTAL STANDPOINT, BUT DOES NOT CITE DEVELOPMENTAL THEORIST NOR CORRELATED STAGE OF DEVELOPMENT FOR CLIENT	COUNSELING PRACTICUM STUDENT UTILIZES INSUFFICIENT COUNSELING TREATMENT OR INTERVENTION PLANS WITHOUT MENTION OF DEVELOPMENTAL CONSIDERATIONS
DEVELOPS MEASURABLE CLIENT OUTCOMES **CACREP 2016 - 2.F.5.I - STANDARD 2.F.5.I**	COUNSELING PRACTICUM STUDENT DEVELOPS SMART (SPECIFIC MEASURABLE ACHIEVABLE REALISTIC TIMELY) OBJECTIVES OR GOALS FOR CLIENT	COUNSELING PRACTICUM STUDENT DEVELOPS CLIENT-SPECIFIC OBJECTIVES OR GOALS, BUT THEY DO NOT QUALIFY AS "SMART" (SPECIFIC MEASURABLE ACHIEVABLE REALISTIC TIMELY)	COUNSELING PRACTICUM STUDENT DEVELOPS MINIMAL OR INSUFFICIENT GOALS OR OBJECTIVES, WHICH DO NOT ASSIST CLIENT TO MEASURE PROGRESS IN THERAPY.