



Saint Cloud State University
College of Health and Wellness Professions
Department of Community Psychology,
Counseling, and Family Therapy
Master of Science in Rehabilitation Counseling

**COURSE SYLLABUS
RHAB 688 Practicum**

Instructor:
Office:
Phone:
E-mail:
Office Hours:
Classroom:
Class Dates:
Class Times:
Zoom Address:

Email: Checked daily. SCSU/HuskyNet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

Required Textbook:

Practicum in Counseling: A Developmental Guide by Marianne Woodside and Chad Luke, Cognella Publishing: ISBN: 978-1-5165-3178-3 (pbk) / 978-1-5165-3179-0 (br)

A Practical Ethics Worktext for Professional Counselors by Charles J. Jacobs, Diana L. Wildermuth, and Ariane Thomas by Springer Publishing: ISBN: 978-0-8261-6533-6, ebook ISBN: 978-0-8261-6534-3

ACA Code of Ethics - <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

CRCC Code of Professional Ethics - <https://crccertification.com/wp-content/uploads/2020/12/CRCC-Code-Eff-20170101-FINAL.pdf>

Other Requirements: Individual Professional Liability Insurance is required prior to beginning practicum (CACREP Standard 3A)

Course Description: Designed especially for the preparation of clinicians that involves the supervised practical application of previously studied theories, skills and techniques.

Course Overview: This course provides students an opportunity to engage in counseling sessions with clients using the counseling skills learned in techniques of counseling and group counseling such as relationship building, assessment, goal setting, selecting interventions, case management, and evaluation of client outcomes. The course activities are designed to

enable learners to perform at their own individual level of competence, grow through helpful suggestions from more advanced learners and peers, and be critiqued by supervisors and professors. The supervised counseling practicum is one of the most important activities in the training of counselors at SCSU. Each counselor-in-training will be carefully supervised by a professor who meets the qualifications as specified in the Association for Counselor Education and Supervision Standards (CACREP). Supervision will take place in individual and group formats.

Our Husky Compact

“As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

“Protect the Pack” Statement

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.
2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email myhealthservices@stcloudstate.edu .”

Minnesota Board of Behavioral Health Course Requirements:

1. Helping relationships, including counseling theory and practice
2. Human growth and development
3. Lifestyle and career development
4. Group dynamics, processes, counseling, and consulting
5. Assessment and appraisal
6. Social and cultural foundations, including multicultural issues

7. Principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior
8. Family counseling and therapy
9. Research and evaluation
10. Professional counseling orientation and ethics
11. Diagnostic assessment for child and adult mental disorders; and psychopathology, including developmental psychopathology
12. Clinical treatment planning, with measurable goals
13. Clinical intervention methods informed by research evidence and community standards of practice
14. Evaluation methodologies regarding the effectiveness of interventions
15. Professional ethics applied to clinical practice
16. Cultural diversity

SCSU Husky Compact: Goals achieved upon graduation

1. Think Creatively and Critically
 - a. Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
 - b. Reason analytically
 - c. Find, evaluate, and communicate quality information
 - d. Appreciate multiple perspectives
 - e. Synthesize existing ideas, images, or expertise in new combinations to achieve original solutions
2. Seek and Apply Knowledge
 - a. Develop broad knowledge and understanding of the human experience and physical and natural worlds
 - b. Pursue expertise in a discipline
 - c. Integrate and apply knowledge and experience across disciplines in both broad and specialized settings
 - d. Seek new knowledge through varied pathways of discovery
 - e. Develop ability to identify gaps in knowledge and seek out new information
3. Communicate Effectively
 - a. Use multiple channels and modes to effectively communicate information
 - b. Assess diverse contexts and understand personal, professional, and civic implications
 - c. Develop ability to communicate across systems and cultures and to adapt to diverse contexts and audiences
 - d. Recognize the ethical implications of our communication
 - e. Employ active listening techniques and be able to detect bias
4. Understand and Integrate Existing and Evolving Technologies
 - a. Effectively use and integrate general and discipline-appropriate technologies
 - b. Gain the confidence and skills to embrace and use technology now and in the future
 - c. Develop ability to critically evaluate technology and its impact on society
 - d. Recognize the ethical implications of technology
5. Act with Integrity and Responsibility
 - a. Cultivate self-awareness and personal identity
 - b. Exercise ethical action and recognize actions have consequence
 - c. Develop as a leader and collaborator

- d. Develop a sense of empowerment through service, leadership, and participation in change
- e. Care for community and environment
- f. Continue to learn, grow and respond to an ever-changing world
- 6. Engage as a Member of a Diverse and Multi-Cultural World
 - a. Understand one’s own culture and its influence on personal identity
 - b. Develop intercultural understanding and an appreciation for commonalities and differences
 - c. Acquire the ability to connect issues of power, systems, and difference in the U.S. with the world
 - d. Recognize and value diverse perspectives and the interdependence among cultures
 - e. Demonstrate inclusivity in thought and action
 - f. Develop discipline-specific cultural and global perspectives and competencies

Rehabilitation Counseling Program Learning Outcomes

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
2. Understanding of one’s own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
6. Reinforce knowledge, understanding, and a professional attitude
7. Synthesize current evidence-based practices and participate in the research process.
8. Develop self-understanding and preparation for doctoral-level training or certification.

Course Outcomes Aligned to CACREP standards

Course Objectives: At the conclusion of this course students will be able to address and understand:	CACREP Standard	MBBHT Licensure Core Area	Husky Compact	Program Learning Outcome
Students will identify basic & advanced counseling skills (including MI)	1j, 5g	1, 4, 6, 8, 15	1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d	6
Students will identify multicultural counseling competencies	1c, 2c, 3h, 5d	1, 2, 6, 16	5a, 5b, 5c, 5d, 5e	1,3
Students will acquire documentation skills from intake to termination	1j, 5e	1, 4, 7, 8, 11, 12, 13	1a, 1e, 2b, 2d, 2e, 3a, 3b, 3c, 3d	NA

Students will demonstrate basic and advanced counseling skills	5g, RC-2i	1, 3, 4, 6	1c, 1d, 1e, 2c, 3a, 3b, 3c, 3d	6
Students will create treatment plans and session notes	5e, 5h, 5i, RC-1b, RC-2r	4, 5, 6, 7, 11, 12	1b, 1c, 1d, 1e, 2c, 2e, 3a	NA
Students will examine their developmental growth as a person and as a professional counselor	1k, 1l, 1m 5g, 5n	2, 3, 10, 15	6a, 6b, 6c, 6d, 6e, 6f, 6g	6,8
Students will use reflection & team feedback to identify areas they have strengths and areas that need improvement	1k, 1l, 1m 5g, 5n, RC-31, RC-3m	1, 2, 3, 15	2d, 2e, 3a, 3e, 6a, 6e, 6g	8
Students will integrate case conceptualization and diagnostic assessments	2g, 3f, 5a, 5b, 5c, RC-2d	4, 5, 9, 13	1a, 1b, 1c, 1e, 2e, 3a, 3b, 3c	6
Students will connect their theoretical framework to clinical practice	5f, 5n, RC-2a	1, 5, 6, 7	1b, 1c, 1d, 1e	6,7
Students will be ready and excited for clinical practice	5n	1, 2, 15	1a, 1b, 1c, 1d	NA
Students will locate effective treatment techniques and resources for their individual cases	5j, 5k, RC-3a, RC-3k	5, 6, 7, 11, 13, 14	2a, 2b, 2c, 2e	6,7

CACREP 2016 PRACTICUM STANDARDS

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for

students; and (5) relevant training in counseling supervision.

SCSU Resources and Policies

The following are resources and policies of the university:

Counseling and Psychological Services

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don’t hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU).”

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
 - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text “MN” to 741-741

Classroom Conduct

“All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to www.stcloudstate.edu/oea/ .”

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: www.stcloudstate.edu/aic
- Multicultural Student Services: www.stcloudstate.edu/mss
- Center for International Studies: www.stcloudstate.edu/internationalstudies
- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

LGBTQIA

“The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within

the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University.”

Student Accessibility Services

“St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or 320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!

Diversity

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Expectations

Student must complete 100 hours of Practicum. At least 40 hours of direct service with actual clients that contributes to the development of counseling skills. The 40 hours need to include both individual client contact and group facilitation by leading or co-leading a counseling or psychoeducational group.

There are only 10 weeks of supervision, and you are required to have a minimum of 10 weeks for accreditation compliance. You also may only complete 10 hours of practicum per week. **You**

must attend all practicum supervision classes during the semester. If you do not attend class, you will need to drop practicum. In the event of an emergency, you may seek permission to attend another practicum section by emailing both Dr. Kuhlman and Dr. Knopf prior to missing the class.

We expect that you conduct yourself as a counseling professional. Be on time, do not leave early, engage in discussion, and be prepared when it's your turn to present. Information shared during practicum should be treated as a confidential session, so you need to make sure you are in secure area with no one present (including family).

Course Content

Readings and Class Preparation

After the first day of class, please be sure to have read each chapter in advance of class discussion. On the due date for assignments, the drobox closing time is marked in D2L.

Grade Denominator

The final course grade will be determined based on successful progress at the practicum site, during site live supervision, site live supervision and faculty supervision. Students must earn a minimum competency of (4) on the CCS-R evaluation from both the site supervisor and the faculty supervisor.

Grade scale

The *Counselor Competencies Scale-Revised (CCS-R)* assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors (Lambie, Mullen, Swank, & Blount, 2016).

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the

specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Students final grade will be either a S = Satisfactory or U = Unsatisfactory

Participation

Students will fill out and submit weekly logs in TEVERA. Weekly logs must be kept up to date at all times and must include a detailed description of practicum activities completed.

See “Procedures for the Rehabilitation Studies Practicum” in the Practicum Handbook for additional information.

Ethics Case Review

Each week issues in professional ethics will be addressed through our internship sites. Students will discuss and determine correct courses of action based on our ethical codes using an ethical decision-making model. Information to be presented should include demographics, diagnosis, medical/psychological history, functional limitations, abilities, case planning and expected outcome. Care should always be taken to ensure confidentiality of all clients.

Practicum Site Visit Requirements

Each practicum site will be evaluated to determine if it meets the criteria to an appropriate practicum site. A minimum of 2 visits to this site are conducted with the student, faculty and site supervisor. When supervising and evaluating distant sites for interns, videoconferencing or tele-conferencing will be used for supervision meetings.

Three CASE ANALYSIS and RECORDINGS with TRANSCRIPTS

All students are required to record (video or audio) counseling sessions with clients from their field sites. Three video recorded counseling sessions will be submitted to the instructor for supervision feedback. Recordings will include a typed transcript, conceptualization, and self-evaluation (*Tevera Counseling Recording Summary Form*) of your counseling skills. These recordings are due Week 4, Week 8, & Final Exam Week. For sites that will not allow recordings, site supervisors must provide live supervision and provide you with an evaluation and feedback for improving your skills.

*All recordings and their handling and disposal must be compliant with HIPAA and FERPA regulations.

Individual Case Review

At various intervals during the semester each student will meet with their professor to review and staff individual clients. The focus should be on case review, use of counseling skills, ethical issues and tape review.

Group Counseling

All students are required to lead one psycho-educational or counseling group (minimum 10 hours).

Tentative Course Schedule

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor's Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor's Outlook calendar, to be notified of any changes.

Date	TOPIC/READINGS	ASSIGNMENTS	CACREP STANDARD**
Week 1:	Woodside: Ch 1&2 Jacob: Ch 1 Controlling for Bias and Personal Values in Counseling	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 2:	Woodside: Ch3&5 Jacob: Ch 1 Personal Virtual Relationships With Clients	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 3:	Woodside: Ch 4&6 Jacob: Ch 1 Confidentiality in Group Counseling	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 4:	Woodside: Ch 10 Jacob: Ch 1 Competence and Values within Termination and Referrals	Discussion Application of EDM Role Play 1 st Recording Evaluation or Live Supervision Evaluation Due	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 5:	Woodside: Ch 7 Jacob: Ch 1 Receiving Gifts	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-

			2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 6:	Woodside: Ch 8 Jacob: Ch 1 Abandonment and Client Neglect with Termination	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 7:	Woodside: Ch 9 Jacob: Ch 1 Extending Counseling Boundaries	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 8:	Woodside: Ch 11 Jacob Ch 2: Confidentiality in Couples Counseling	Discussion Application of EDM Role Play 2 nd Recording Evaluation or Live Supervision Evaluation Due	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 9:	Woodside: Ch 12&13 Jacob Ch 2: Confidentiality in Public Settings	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Week 10:	Jacob Ch 2: 3 rd Party Request for Information; Confidentiality related to Contagious or life-Threatening Diseases Transitioning to Internship: Policies and Guidelines	Discussion Application of EDM Role Play	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m
Final Exam Week:		Journals Due 3 rd Recording Evaluation or Live Supervision Evaluation Due	1c, 1j, 1k, 1l, 1m, 2c, 2g, 3f, 3h, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5n, RC-1b, RC-2a, RC-2d, RC-2i, RC-2r, RC-3a, RC-3k, RC-3l, RC-3m

*In addition to the readings herein, please refer to D2L /Huskynet for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the

indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.