

Austin Peay State University
Department of Psychological Science & Counseling
COUN 5170: Practicum in Mental Health Counseling

Term: Fall 2024	Credit Hours: 3
Meeting Time: Tuesdays, 4:30pm to 7:30pm	Room #: CL 343
Instructor: Jessica A. Fripp, PhD, NCC	
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Office: CL 307B	
Office Hours: M&W: 2-3:30pm	
T: 2-4pm	
*Fridays By Appointment	
Clinical Coordinator: Jessica A. Fripp, PhD	
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Office: CL 307B	

Prerequisites:

COUN 5200, COUN 5410, COUN 5420, COUN 5440, COUN 6010 with a grade of "B" or better, and permission of clinical coordinator.

Required Text(s):

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

American Counseling Association. (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

Association for Multicultural Counseling and Development (AMCD). (2015) *Multicultural and Social Justice Counseling Competencies*. Alexandria, VA: Author.

Association for Specialists in Group Work (ASGW). (2007). *ASGW best practice guidelines 2007 revisions*. Hampton, NH: Author.

Other assigned readings are posted on the D2L Course Website

Course Description:

The Practicum in Mental Health Counseling is a field experience for students in the Mental Health Counseling concentration. Students will spend at least **100 clock hours** in a mental health agency; of these hours, at least **40 will be in direct contact** with clients. The remaining hours will be spent in consultation with peers and the site supervisor, attendance at staffings, case conferences, or profession education workshops, documentation, research activities and other related activities.

Austin Peay State University
College of Education
CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the Counseling program at APSU is committed to preparing highly qualified professionals who are knowledgeable in standards-based practice. The Counseling program at Austin Peay State University has adopted the 2024 CACREP Accreditation Standards as the structure for the collection and organization of candidate performance data. The standards are addressed specifically by course objectives, assignments, and activities.

Counseling Program Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Institutional Culture](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism, and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

The M.S. in Counseling program is committed to the principle of universal learning. This means our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs, including a disability that may affect their academic performance, is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: sdrc@apsu.edu; website: <https://www.apsu.edu/disability/>)

Other Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Counseling Services include crisis intervention, individual and couples counseling, group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief), drug and alcohol counseling, outreach programs, referral, and consultation. (phone: 931-221-6162; email: counselingservices@apsu.edu)

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* to understand what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism:

All written work must meet the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in-person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You must adhere to the academic honesty policy described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be cited appropriately. Materials taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments, which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use it as a supplement rather than a replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge the use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to additional disciplinary action in accordance with university policy.

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely to detect plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method-related details in the “Methodology” part of a manuscript should not raise serious ethical concerns.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete coursework. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers, even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via Zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing Zoom.

Web Browser: Online course content is delivered through the D2L learning management system, which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure your web browser is configured correctly.

Software: For course assignments, you will need software like Microsoft Office for word processing, spreadsheets, and presentations. Currently, enrolled APSU students receive free access to Microsoft Office 365 and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Confidentiality:

Like other courses in the Counseling Program, this course requires that learners maintain absolute confidentiality regarding all personal information related to classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and result in immediate dismissal from the program. Confidentiality will be followed as outlined in the current ACA Code of Ethics.

Email Policy:

Students must remember that faculty are not available 24 hours a day, seven days a week. Wellness and appropriate boundaries are essential values for all counselors and counselor educators. The course instructor will respond to all inquiries, questions, and other electronic correspondence in a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance, and ask questions as they arise. Be sure to express your needs and concerns before the course is almost over. If you wish to meet regarding a grade from an assignment, please wait 24 hours after receiving a graded assignment to make an appointment with the instructor to further reflect on your concerns. Before this meeting, type out a document detailing what elements of your work merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <https://sparkmailapp.com/how-to-email-professor-template>.

Student Complaints and Appeals Procedure:

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any changes to the syllabus will be clearly communicated to students.

Assignment Related Policies

Relax, Relate, & Release Policy

*NOTE: may not be applicable for an accelerated course

Students can utilize the "Relax, Relate, & Release Policy" to miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and the material covered. Students utilizing this option must notify the professor before the missed class. Click here for more wellness information:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Late Assignments

Late assignments will have a **10% per day** point deduction unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Life Happens Policy

Students can submit one late assignment without penalty (up to three days) if needed. This policy does not apply to presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Be sure to include the grading timeline statement in your syllabus as well. We do not have a set standard for the program, but we anticipate this will be a reasonable amount of time for students to receive and respond to feedback.

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2024) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understand etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1	Readings, Case Presentation, Group Supervision
Apply mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare and aftercare	5.C.2	Readings, Counseling Sessions, Case Presentation, Group Supervision
Understand legislation, government policy, and regulatory processes relevant to clinical mental health counseling	5.C.3	Discussions, Readings
Demonstrate competency in the facilitation of intake interviews, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4	Readings, Counseling Sessions, Case Presentation, Group Supervision
Apply techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5	Discussions, Readings, Counseling Sessions, Case Conceptualization
Discuss strategies for interfacing with the legal system regarding court-referred clients	5.C.6	Discussions, Readings, Counseling Sessions, Case Conceptualization
Implement strategies for interfacing with integrated behavioral healthcare professionals	5.C.7	Discussions, Readings, Case Conceptualization, Group Supervision
Implement strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8	Readings, Counseling Sessions, Case Presentation, Group Supervision
Understand the process of third-party reimbursement and other practice and management issues in clinical mental health counseling	5.C.9	Readings and Discussions on Profession Development through Internship Sites and Professional Organizations, Licensure, Credentialing, Counseling

		Sessions
Understand Counselors' roles and responsibilities as members of interdisciplinary teams including a) collaboration and consultation, b) community outreach, and c) emergency response management	3.A.3	Readings and Discussions on Profession Development through Internship Sites and Professional Organizations, Counseling Sessions
Identify the purpose of and roles within counseling supervision in the profession	3.A.12	Readings and Discussions on Profession Development through Internship Sites and Professional Organizations, Licensure, Credentialing, Counseling Sessions
systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.B.11	Readings, Counseling Sessions, Case Presentation, Group Supervision
Develop case conceptualization skills using a variety of models and approaches	3.E.3	Readings, Counseling Sessions, Case Presentation, Group Supervision
Application of technology related to counseling	3.E.5	Readings, Counseling Sessions, Case Presentation, Group Supervision
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7	Readings, Counseling Sessions, Case Presentation, Group Supervision

Methods of Instruction: Discussion of assigned readings, case presentation, and consultation.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an Incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the Incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Student Performance Evaluation Criteria & Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

1. Site Supervisor Mid-Semester (October 15th) and Final Evaluation (December 3rd):

Toward the middle and end of the semester the site supervisor will complete a "Site Supervisor Summative Evaluation of Counseling Practicum/Internship Student Form" for their respective supervisee. This evaluation will count toward the candidate's final grade in this course.

2. University Supervisor Summative Evaluation of Counseling Practicum Student:

Near the end of the semester the university supervisor will complete a "University Supervisor Summative Evaluation of Counseling Practicum Student Form" for their respective supervisee. This evaluation will count toward the candidate's final grade in this course.

3. Counseling Practicum Candidate Case Presentation/s:

Each candidate is responsible for a case presentation during the semester. Candidates may not provide a case presentation related to a client upon whom they have previously presented in any other university course. Case presentations may not include the first session or intake session with a client.

The specific dates for these presentations will be determined early in the semester. Students are responsible for switching presentation dates if they are unprepared to present on their scheduled presentation dates. If a student who is scheduled to present on a specific date arrives to a supervision session without a complete case summary, they will receive a failing grade in the course (unless prior arrangements are made with the instructor, or a documented student emergency is present. All presentations must include the following:

- a. a typewritten case summary (please provide an electronic copy for everyone in the class, and including the instructor),
- b. an oral presentation,
- c. a submitted full version of the case presentation in D2L two hours prior to class time (e.g., 2:30pm)

Case presentations represent a learning experience concerning how to constructively discuss clients with your colleagues. Thus, the case presentations will require students to express their viewpoints of the counseling sessions. Please note that these case summaries are not to be included in the client's official record at the agency at which the candidate is completing their practicum. Feedback regarding the case presentations and videotaped sessions will be provided by the instructor and/or peers in the class as part of the presentation. Please see attached format for case presentations.

4. Course Readings:

Readings will be assigned in the course schedule and throughout the semester. Students are expected to conduct the reading prior to class and prepare up to 3 written questions/discussion points based on the reading (assigned prior to class). Students may include current client issues relevant to the article in the discussion points. Course readings and discussion points will be counted in the Class Attendance and Seminar Participation portion of students' grades.

5. Attendance and Participation:

This is a graduate level class as such, class participation and attendance are expected. The minimum expectation is that you are in class (on time) for the full class time each week, are attentive, and actively participate in all class discussions and activities. The quality of our discussions depends a great deal upon your commitment and diligence in reading assigned

materials. Please come to class prepared by reading the assigned material prior to entering the classroom. If you must miss class for a good reason (think in terms of life/death emergencies and circumstances beyond your control) please let me know in advance if possible, or as soon after as possible. If you miss class, you are responsible for getting any notes from a classmate, and/or seeking out the instructor to discuss what you missed. Missing more than one class, or repeatedly coming to class late will result in a lower final grade.

Attendance in class counts toward your university supervision, as required by [CACREP standards](#). Practicum students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout practicum. **Failure to attend class each week results in being unable to count direct hours with clients until you reschedule time to have one-on-one supervision with the course instructor within the same week.** It is your responsibility to plan when missing a week of class to prevent a lapse in direct client hours toward your total hours. Only seeing your site supervisor during that missed week is not sufficient.

Grading:

Assignment	Value
Site Supervisor Mid-Semester & Final Evaluations	25%
Case Presentation	40%
Attendance and Participation	10%
University Supervisor Summative Evaluation	25%
TOTAL	100%

Additional Requirements:

- a.) **Liability Insurance.** You are required to obtain liability insurance from an organization, which provides liability insurance to student counselors (names of insurance companies can be obtained from the university faculty supervisor). You will be required to submit a copy of the insurance policy to your university instructor on the first night of class. This must be submitted on the first night of practicum class at the beginning of the semester.

- b.) **Practicum Agreement.** You will be required to submit a practicum agreement signed by you and the on-site supervisor to your university supervisor for approval prior to the beginning of the practicum experience. The agreement includes:
 - activities the field experience will include and the estimated percentage of time for each.
 - tasks that will be accomplished as part of the field experience; and
 - the site supervisor’s responsibilities including providing you with 1 hour of individual face-to-face supervision per week.

- c.) **Performance Agreement.** You are responsible for fulfilling the negotiated agreement as spelled out by the university supervisor during the practicum experience.

- d.) **Completion of Time Logs.** You are required to complete separate weekly time logs of your practicum/internship and supervision hours and submit them to your university supervisor with

your progress reports. Your university faculty supervisor will provide you with a form to be used for this purpose.

e.) ***Report of Time Distribution***

At the conclusion of your practicum or internship, you will use the time logs to summarize the various activities on the *Report of Time Distribution* form. An exact report of the number of hours the student spent in their counseling practicum or internship experience is required for the student's record as well as for the site supervisor's record. The university supervisor will provide the form to be used for this purpose.

Diversity Considerations: This course addresses diversity through the comprehensive field experience for students in the Clinical Mental Health Counseling track. By supervision and field experiences, mental health counseling students will plan and strategize methods by which mental health counselors recognize cultural differences.

Technology Considerations: Students will use word processing to complete assignments. Internet and electronic mail systems will be used as needed to complete development of strategies and intervention in the role of a mental health counselor. In addition, power point programs will be developed for professional development purposes and video/audio taping used for clinical supervision.

Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary. Material may be added or deleted based upon special needs of students enrolled in this course. All changes will, however, be announced in advance.

Week	Date	Topic	Readings/Assignments Due
1	Aug 27	Welcome (CACREP 4.G)	-Handbook and Paperwork
2	Sep 3	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -The purpose of and roles supervision in the profession
3	Sep 10	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -Case conceptualization
4	Sep 17	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -intake interviews, mental status exams, biopsychosocial history and creating themes for treatment planning
5	Sep 24	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -Psychology Today profile & technology
6	Oct 1	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics - techniques and interventions for prevention and treatment
7	Oct 8	[CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -diagnosis, treatment, and referrals when clients are beyond scope -mental health service delivery modalities
8	Oct 15	No Class – Fall Break	DUE: Mid Semester Evaluation Due
9	Oct 22	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -Case Presentations (2)
10	Oct 29	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5,	Special Topics -Case Presentations (2)

Week	Date	Topic	Readings/Assignments Due
		5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	
11	Nov 5	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -Case Presentations (2)
12	Nov 12	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -Case Presentations (2)
13	Nov 19	Group Supervision [CACREP 5.C.1, 5.C.2, 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.C.7, 5.C.8, 5.C.9, 3.A.3, 3.A.12, 3.B.11, 3.E.3, 3.E.5, 3.G.7]	Special Topics -Case Presentations (2)
14	Nov 26	Out of Class Activity	
15	Dec 3	Final Documentation	DUE: Final Paperwork Due in Tevera to include Final Evaluation

Topics Addressed in the Course:

- Preparing for Practicum and Internship
- Beginning to Work with Clients
- Assessment and Case Conceptualization
- Goal Setting, Treatment Planning, and Treatment Modalities
- Group Supervision in Practicum and Internship
- Individual Supervision in Practicum and Internship
- Professional Practice Topics
- Selected Topics on Legal and Ethical Issues in Counseling
- Selected Topics on Legal Issues in Counseling
- Working with Clients in Crisis and Other Special Population
- Consultation in the Schools and Mental Health Agencies: Models and Methods
- Final Evaluations

Internship Case Presentation – Grading Summary

Student Name: _____ Case Presentation #: _____

Evaluation Criteria	Possible	Received
General Information:	1	
Client Description:	1	
Developmental Profile:	1	
Client Intake:	3	
Biomedical History:	1	
Clinical Diagnosis:	3	
Case conceptualization:	3	
Client Goals:	2	
Personal Issues:	3	
Case Staffing Questions:	2	
<u>Additional Strengths & Growth Areas Noted:</u>		
Total	20	