



**RUECKERT-HARTMAN COLLEGE FOR
HEALTH PROFESSIONS**

DIVISION OF COUNSELING AND FAMILY THERAPY

**MASTER OF ARTS IN COUNSELING
MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY**

**COUNSELING TECHNIQUES II
MCPY 636 (3 credits)
Mentored Learning Activities: Contact hours- 32**

Course Syllabus

Instructor

Email:

Phone:

Office:

Office hours:

Prerequisite:

MCPY 635

Course Description/Content Areas:

Reviews current therapies used in clinical mental health settings, particularly depth psychotherapy, humanistic psychotherapy, phenomenologically-oriented therapies, and cultural/systemic therapies. Includes skill development through role-plays and videotaping.

*Note regarding grading in MCPY 636: This course is graded on a **Pass/NoPass** basis. A grade of **NoPass** will require students to repeat the course with a grade of **Pass** prior to proceeding with courses that have MCPY 636 as a prerequisite.*

Methods of Instruction:

Classroom-based, didactic, and experiential methods.

Knowledge and Skill Outcomes:

At the end of the course, students will demonstrate the following knowledge and (if indicated) skills:

CACREP 2016

1. Theories and models of counseling, with a focus on depth psychotherapy, phenomenologically-oriented therapies, and cultural/systemic therapies (2.F.5.a);
2. Theories and models related to clinical mental health counseling, with a focus on depth psychotherapy, phenomenologically-oriented therapies, and cultural/systemic therapies. (5.C.1.b);
3. A systems approach to conceptualizing clients (2.F.5.b);
4. Counselor characteristics and behaviors that influence the counseling process (2.F.5.f);
5. Essential interviewing, counseling, and case conceptualization skills, with a focus on depth psychotherapy, humanistic psychotherapy, and post-modern approaches (2.F.5.g);
6. Evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j);
7. Processes for aiding students in developing a personal model of counseling (2.F.5.n).

CACREP 2016 Standards and Learning Outcomes			
Student Learning Outcomes: Knowledge and Skills	CACREP Standard/Content Areas	Required Readings	Assignment: Measurement of Student Learning Outcomes
Theories and models of counseling, with a focus on depth psychotherapy, phenomenologically-oriented therapies, and cultural/systemic therapies.	2.F.5.a		<ol style="list-style-type: none"> 1. In class practice and recorded activities 2. Written session critique 3. Theory Paper: Final Benchmark assignment
Theories and models related to clinical mental health	5.C.1.b		<ol style="list-style-type: none"> 1. In class practice and recorded

counseling, with a focus on depth psychotherapy, phenomenologically-oriented therapies, and cultural/systemic therapies.			<ul style="list-style-type: none"> activities 2. Written session critique 3. Theory Paper: Final Benchmark assignment
A systems approach to conceptualizing clients	2.F.5.b		<ul style="list-style-type: none"> 1. In class practice and recorded activities 2. Written session critique 3. Theory Paper: Final Benchmark assignment
Counselor characteristics and behaviors that influence the counseling process	2.F.5.f		<ul style="list-style-type: none"> 1. In class practice and recorded activities 2. Written session critique 3. Theory Paper: Final Benchmark assignment
Essential interviewing and counseling skills with a focus on depth psychotherapy, humanistic psychotherapy, and post-modern approaches	2.F.5.g		<ul style="list-style-type: none"> 1. In class practice and recorded activities 2. Written session critique 3. Theory Paper: Final Benchmark assignment
Evidence-based	2.F.5.j		<ul style="list-style-type: none"> 1. In class

counseling strategies and techniques for prevention and intervention			practice and recorded activities 2. Written session critique 3. Theory Paper: Final Benchmark assignment
Processes for aiding students in developing a personal model of counseling	2.F.5.n		1. In class practice and recorded activities 2. Written session critique 3. Theory Paper: Final Benchmark assignment

Required Readings:

Cain, D. J. (2010). *Person-Centered Psychotherapies*. Washington, D.C.: American Psychological Association

Craske, M. G. (2017). *Cognitive-Behavioral Therapy* (2nd Ed.). Washington, D.C.: American Psychological Association

Doherty, W. J., & McDaniel, S. H. (2010) *Family Therapy*. Washington, D.C.: American Psychological Association

Eells, T. D. (2015). *Psychotherapy Case Formulation*. Washington, D.C.: American Psychological Association

Hayes, S. C., & Lillis, J (2012). *Acceptance and Commitment Therapy*. Washington, D.C.: American Psychological Association

- Madigan, S. (2019). *Narrative Therapy* (2nd Ed.). Washington, D.C.: American Psychological Association
- Safran, J. D. (2012). *Psychoanalysis and Psychoanalytic Therapies*. Washington, D.C.: American Psychological Association
- Sackett, C., Lawson, G., & Burge, P. L. (2012). Meaningful experiences in the counseling process. *The Professional Counselor*, 2(3), 208-255. doi: 10.15241/css.2.3.208
- Sackett, C. R. & Lawson, G. (2016). A phenomenological inquiry of clients' meaningful experiences in counseling with counselors-in-training. *Journal of Counseling & Development*, 94, 62-71. doi: 10.1002/jcad.12062
- Schneider, K. J., & Krug, O. T. (2017) *Existential-Humanistic Therapy* (2nd Ed.). Washington, D.C.: American Psychological Association
- Stricker, G. (2010). *Psychotherapy Integration*. Washington, D.C.: American Psychological Association
- Wheeler, G., & Axelsson, L. (2015). *Gestalt Therapy*. Washington, D.C.: American Psychological Association

Additional Readings

These readings are to provide greater depth of any given theory for which you may be interested.

All approaches:

Any foundational counseling theories text (Corey, Sharf, Corsini)

Gehart, D. R. (2016). *Theory and treatment planning in counseling and psychotherapy* (2nd ed.). Stamford, CT: Cengage.

Prochaska, J. O. & Norcross, J. C. (2014). *Systems of psychotherapy: A transtheoretical analysis* (8th ed.). Stamford, CT: Cengage.

Humanistic-Existential:

Frankl, V. E. (2006). *Man's search for meaning*. Beacon, MA: Beacon Press (Unitarian Universalist Association).

Rogers, C. R. (1995). *On becoming a person: A therapist's view of psychotherapy* (reprint). Boston, MA: Houghton Mifflin.

Zinker, J. (1978). *Creative process in Gestalt therapy* (1st ed.). New York: Random House.

Polster, E. & Polster, M. (1973). *Gestalt therapy integrated: Contours of theory and practice*. New York: Random House.

Yalom, I. D. (1980). *Existential psychotherapy*. New York: Basic Books.

Depth:

Stein, M. (1998). *Jung's map of the soul: An introduction* (1st ed.). Chicago, IL: Open Court.

Hannah, B. (1981). *Encounters with the soul: Active imagination as developed by C.J. Jung*. Santa Monica, CA: Sigo Press.

Harris, A. S. (1996). *Living with paradox: An introduction to Jungian psychology*. Pacific Grove, CA: Brooks/Cole.

Hoffman, E. (2003). *The wisdom of Carl Jung*. New York: Citadel Press (Kensington Publishing).

Johnson, R. (1986). *Inner work: Using dreams and active imagination for personal growth*. New York: Harper.

Jung, C. G. *Man and his symbols*. New York: Doubleday.

Behavioral/Cognitive-Behavioral:

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York: Guilford.

Kahn, W. H. (1998). *The A-B-C's of human experience: An integrative model*. Belmont, CA: Wadsworth.

Leahy, R. L. (2003). *Cognitive therapy techniques: A practitioner's guide*. New York: Guilford.

Vernon, A. & Doyle, K. A. (eds.) (2018). *Cognitive behavior therapies: A guidebook for practitioners*. Alexandria, VA: American Counseling Association

Postmodern (Narrative and Solution-Focused):

Morgan, A. (2000). *What is narrative therapy: An easy-to-read introduction*. Adelaide, SA, Australia: Dulwich Centre Publications.

Bannink, F. (2006). *1001 solution-focused questions: Handbook for solution-focused interviewing* (2nd ed.). New York: Norton.

Walter, J. L. & Peller, J. E. (1992). *Becoming solution-focused in brief therapy*. New York: Routledge.

White, M. (2007). *Maps of narrative practice*. New York: Norton.

Systems:

Bowen, M. (1993). *Family therapy in clinical practice*. Northvale, NJ: Aronson.

Haley, J. (1993). *Uncommon therapy: The psychiatric techniques of Milton H. Erickson, M.D.* (reissue ed.). New York: Norton.

Haley, J. (2003). *The art of strategic therapy*. New York: Brunner-Routledge.

Minuchin, S. & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Satir, V., Banmen, J., Gerber, J., & Gomori, M. (1991). *The Satir model: Family therapy and beyond* (1st ed.). Palo Alto, CA: Science and Behavior Books.

Student Performance Evaluation Criteria and Procedures:

Learning Activities/Course Assignments

***All written assignments for this course must be typed (double-spaced) and submitted according to the class schedule. In-text citations and reference page are required using APA style if you cite any external sources in your papers.**

1. IN-CLASS PRACTICE AND RECORDED SESSIONS (CACREP 2016 2.5.a, b, f, g, j, n, k; CMHC 5.C.1.b).

In class you will “real-play” both the part of a client and a therapist as each tradition is explored. You will complete three recorded 45-minute counseling sessions using one of the theoretical approaches from each of the areas/traditions. These experiential activities will allow you the opportunity to familiarize yourself with not only the conceptual framework of these approaches but also their performance.

Note about sessions: In order to encourage your willingness to try out/play with these various approaches to counseling, your theoretically-based clinical skills in this class will not determine whether you will pass or fail the class. However, your basic counseling skills, written self-critique, ability to receive and integrate feedback and your understanding of the theoretical accuracy and effectiveness of your sessions will be evaluated.

You will need to provide a dedicated flash drive (i.e., one that you use ONLY for this course) with sufficient storage capacity to record your three sessions during the course. At the end of the semester, you will be required to erase your sessions from your flash drives.

You are responsible for the personal material you choose to work with during in-class exercises and session recordings. Students are practicing techniques, and sometimes unexpected issues arise that may be uncomfortable. Please use care when deciding the issues you are relatively comfortable sharing in a classroom environment.

2. WRITTEN SESSION CRITIQUES: (due in hard copy one week after recording; see class schedule) (CACREP 2016 2.5.a, b, f, g, j, n, k; CMHC 5.C.1.b).

For each of your four recorded sessions, you will complete a written Session Critique. Each written critique will include a session summary and SOAP note; self-evaluation, and transcription/critique of responses. **Use the following headings and sub-headings for your paper**, and include the information described in each of those sections:

Part 1: Session summary

- a) Summary of the content of the session: what was discussed in the session? Use terminology from your chosen approach where appropriate. Summarize the entire session.
- b) In keeping with your chosen theory, what was your approach to the session; your overall intent with regard to presence and empathy; your way of relating to the client?
- c) Provide a brief conceptualization of the client's presenting issues from the framework of your chosen theory: ideas or hypotheses about the client and the problem, strengths, self-concept, themes or patterns, etc.
- d) What was your session *plan* for use of skills, types of responses, techniques, interventions, etc., to demonstrate your chosen theory?
- e) Complete a SOAP note using the form provided by your instructor.

Part 2: Self-evaluation

- a) What is your impression of your *overall effectiveness*, both in your foundational counseling skills and demonstration /implementation of your chosen approach?
- b) What are your *strengths* in this session in how you reflected your chosen approach? Be specific about your skills and behavior; incorporate feedback from your client and observer.
- c) In what ways were you *unsuccessful or limited* in demonstrating your chosen approach? Again be specific; incorporate feedback from your client and observer.
- d) What is your *overall impression* after using this counseling approach? What are its strengths and limitations for this particular client? How does it fit

with your own values, worldview, style, and temperament? What barriers or reservations do you have to using this approach in the future?

- e) Describe any countertransference reactions you had during the session. How do plan to manage your countertransference with this client?

Part 3: Transcription/critique of six interactions

Choose six counselor responses from your session to critique. For each interaction include the following:

- a) Note the time stamp on the recording of your response.
- b) Transcribe your response verbatim.
- c) Identify the type of response, intention, and focus, using the system you learned in MCPY 635, Techniques I (Haney & Leibsohn, 1999).
- d) Discuss your original response: describe why you responded in that manner, along with why and how that response was not an effective demonstration of the chosen theory.
- e) Write out an alternative response verbatim, that would have helped to more effectively deepen the therapeutic process, within your chosen theory. Identify the type of response, intention, and focus of your alternative response.
- f) Discuss your alternative response: explain how and why your alternative is more effective and more adequately reflects the theory.

3. FINAL PAPER: THEORY REFLECTION PAPER (due as indicated on the syllabus) (CACREP 2016 2.5.a, b, f, g, j, n, k, CMHC 5.C.1.b)

After having had exposure to and practice with the different theoretical orientations covered in this class, write a 6-7 page paper (minimum length, first-person) discussing the theoretical orientation that you are most drawn to at this stage of your knowledge and professional development. Integrate the following points into your paper:

- Summarize the approach; include information such as the basic philosophical assumptions and the nature of psychological problems from the theoretical perspective, the role of the therapist and the goals of counseling, techniques you would incorporate, etc.
- Reflect on the connections and comparisons between your own life experience and this approach. How does this approach “fit” your particular worldview, experiences, style and/or temperament?
- What are the strengths and limitations of your chosen orientation? Include a discussion of the use of your chosen orientation with non-majority populations. If your chosen orientation does not tend to have evidence-based support, provide some justification for using it.
- How has your view about this approach changed or developed over the course of the semester?

-How would you best serve the population(s) you are interested in working with using this approach? How do you see yourself integrating this approach into your practicum and internship experiences?

Benchmark Assignment

All assignments are used to inform the Benchmark evaluation in Techniques II

Basis for Course Grade and Overall Evaluation:

The **Techniques II Student Evaluation Form** includes the following areas:

- Counseling Skills
- Academic Skills
- Professional Behavior
- Maturity & Competence
- Sensitivity to Cultural/Contextual Issues
- Use of Instructor Feedback

This *Evaluation Form* will be completed by your instructor twice during the semester: at midterm and at the end of the term. (blank copies are included in this syllabus). Students are evaluated on a scale from 1-5 on specific items in each of the categories listed above. The midterm *Evaluation* will provide you with guidance about areas for growth during the second part of the semester. The final *Evaluation* will provide the basis for your course grade.

The Final *Evaluation* will be placed in Taskstream. **An evaluation of “1” on any item in the final *Evaluation* at the end of the course will constitute a grade of NoPass for the course and referral for Remediation & Support.**

Course Schedule

Week	Topic	Readings	Assignments
1	Course overview, review of common factors, and discussion of personal theory	Syllabus	Contracts, goals, and identify personal worldview (in class)
2	Counseling process		
3	Humanistic Theories		
4	Humanistic Theories		
5	Group Meetings		Session Critique
6	Psychoanalytic Theories		
7	Psychoanalytic Theories		
8	Group Meetings		Session Critique
9	Cognitive Theories		
10	Cognitive Theories		
11	Group Meetings		Session Critique
12	Post Modern Theories		

13	Post Modern Theories		
14	Final group meetings		Session Critique & Final theory paper

Counselor Preparation Comprehensive Examination (CPCE) Requirement

The Division of Counseling and Family Therapy, MA Counseling program has implemented the **Counselor Preparation Comprehensive Examination (CPCE)** as a requirement for MA Counseling Students.

- Any MA Counseling (MAC) student attending practicum from Spring 2014 onward will be required to take the examination. The present implementation of the exam is a pilot study only with no other requirements other than completion. Future exams may require a minimum passing rate prior to graduation. Students must complete the exam prior to finishing Internship A or they will receive an incomplete in Internship A until the exam has been taken.
- Students attending Internship A or B may also take the exam voluntarily as an inexpensive means to practice for the National Counselor Exam for licensure (NCE).

The CPCE serves multiple beneficial purposes:

- ❖ Student and alumni have consistently requested greater support and help for preparing for the National Counselor Exam (NCE), required for LPC licensure in most states, including Colorado. The CPCE replicates the NCE by assessing the eight-core curriculum areas. Taking the CPCE offers students the opportunity to take the exam as practice and preparation for the NCE.
- ❖ CPCE results offer students direct feedback on their strengths and deficits in the core areas. Taking the CPCE increases the likelihood of passing the NCE with further study and preparation.
- ❖ CACREP accreditation requires that the Division of Counseling and Family Therapy evaluate the eight-core curriculum areas provided in the MAC program. The CPCE will serve as an assessment tool to meet our accreditation requirements and will provide evidence of student success in the program. Results will serve to improve and further develop MAC Curriculum quality and delivery.

Completing the CPCE and Exam Score Requirements:

Two separate testing dates will be provided each semester, specific details will be provided to all students enrolled in Techniques II, MCPY 692/693 as well as those

enrolled in Internship A who have not yet taken the exam. Students enrolled in these courses will receive an email inviting them to apply with detailed instructions on the application process that involves several steps. If you are qualified to sit for the exam and have not received email notification be proactive and ask the MAC chair or your course instructor how to go about getting additional information on the exam.

Preparing for the CPCE Exam:

You are encouraged to prepare for the exam. Below are a number of resources to support this process. You will be evaluated in the eight-core program areas each covered in the MAC program:

1. Human Growth and Development
2. Social and Cultural Diversity
3. Helping Relationships
4. Group Work
5. Career Development
6. Assessment (Note, all CPCE will include DSM-V in April 2014).
7. Research and Program Evaluation
8. Professional Orientation and Ethical Practice.

Test Study Guides:

There is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE.

- Academic Review provides preparation materials for the NCE. The CPCE is drawn from the same type of questions. Link: www.academicreview.com
- Counselor Exam Prep Link: <http://www.counselor-exam-prep.com/cpce-counselor-preparation-comprehensive-examination/>
- Practice Quiz Link: <http://www.practicequiz.com/CPCE-Exam-Prep>
- Encyclopedia of Counseling Link:
http://www.amazon.com/Encyclopedia-Counseling-Examination-Preparation-Comprehensive/dp/0415958628/ref=pbbs_sr_1?ie=UTF8&s=books&qid=1240518234&sr=8-1
- See also Howard Rosenthal's Encyclopedia of Counseling DVD's.
www.howardrosenthal.com

as well as an app you can get through the google or apple store for \$3.99
<https://play.google.com/store/apps/details?id=com.taylorandfrancis.nceprep&hl=en>

- See also: <http://tandf.msgfocus.com/q/17ELpHh0AflYzvyWfyc78I/wv>
- Colorado Counseling Association’s *Guide to Becoming A Licensing Professional Counselor in Colorado A Resource Manual*, available to CCA members.
www.coloradocounselingassociation.org
- Please see the documents: CPCE, Textbook List, 2010
<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

Techniques II Student Evaluation

Name of Student: _____ Date: _____
 Name of Faculty: _____ Date: _____
Degree Program (Circle One): MAC MAMFT

Directions to Instructor:

Evaluations are completed by the instructor at the mid-term (8-weeks) and at the end of each semester. For the mid-term evaluation, please use this Evaluation Form. For the final evaluation, please use this rubric and enter your ratings into Taskstream.

Rating Scale:

4-5: Competence demonstrated is above expectations for this course

3: Competence demonstrated is at expectation for this course

1-2: The skill was under-utilized (2); or
 Competence is below expectation for this course (1)

Benchmark Assignment: The final *Evaluation* is the benchmark assignment for this course & will provide the basis for your course grade. **An evaluation of “1” on any item in the final Evaluation at the end of the course will constitute a grade of “No Pass” for the course.**

Rating	CLINICAL SKILLS (CACREP II.q.5.b, c, e; CMHC.D.5)
	1. Establishes relationships in such a manner that a working - alliance and safe environment can be created.
	2. Opening sessions – Greets client warmly and offers appropriate structure.
	3. Understanding content – understanding the primary elements of the client’s story.
	4. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.
	5. Non-verbal attending - voice, body posture, proximity & content are congruent

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	6. Congruence – demonstrates genuine engagement with the client; external behavior appears consistent with internal affect.
	7. Reflecting feelings – acknowledges and responds to feelings in a therapeutic manner, without over-identifying with the client. Conveys warmth or caring.
	8. Clarification – Helps the client be more specific and concrete
	9. Use of Questions – generally open-ended; not use excessively; questions deepen exploration or provide appropriate challenge.
	10. Paraphrasing--Accurately acknowledges the essence of the client's statement.
	11. Summarizing- themes are identified and communicated
	12. Self-disclosure –used sparingly; maintains focus on the client.
	13. Immediacy/giving feedback about what is heard or observed; –timing is sensitive and appropriate. Observations (i.e., feedback), if given, are specific.
	14. Playing a Hunch – interpretations are offered intentionally, tentatively, respectfully, and encourage client to engage in more or deeper exploration or reflection.
	15. Noting a Theme or Connection, or Reframing – Observations about themes, patterns, connections, or reframes, are offered intentionally, tentatively, respectfully, and encourage client to engage in more or deeper exploration or reflection.
	16. Noting a Discrepancy – observations about discrepancies are offered tentatively, respectfully, are fairly specific, and offer opportunity for client to respond.
	17. Allowing Silence – Some use of silence is observed during the session; use of silence is intentional and it is accompanied by non-verbal behavior indicating openness.
	18. Timing – Overall, responses are at the optimal moment.
	19. Intentionality – Responses that acknowledge, explore or challenge are done with clear intention. Messages are consistent (not mixed).
	20. Ending sessions--appropriate time-frame or time limits are maintained; ending of session is not abrupt; client is given some time to prepare for the ending or transition out of the session.
	21. Demonstrates awareness of power differences in the therapeutic relationship and manages these differences effectively.
	22. Intervention Skills: Demonstrates flexibility in using a variety of therapeutic responses
	23. Demonstrates awareness of systemic and/or socio-cultural influences on the client (either in-session or in written responses about the session).
	24. Demonstrates skills and knowledge of how multicultural influences inform the therapeutic process.
	25. Demonstrates the basic structure, intent, skills and therapeutic responses consistent with a variety of therapeutic traditions.
	PROFESSIONAL BEHAVIOR (CACREP II.G.1.d, e; CMHC.D.5, 9)
	26. Demonstrates readiness and ability to assume responsibilities; initiates opportunities to gain and share skills.
	27. Conducts self in a professional manner so as to promote confidence in the Counseling or MFT profession.
	28. Relates to peers, professors, and others in a manner consistent with stated professional standards.
	29. Manages personal stress, psychological concerns, and emotional reactions so they do not adversely affect peers or instructors.
	30. Recognizes his/her competence and limitations in the application of skills.
	31. Identifies his/her deficiencies, when the opportunity is appropriate and/or available.
	32. Demonstrates appropriate self-control (such as impulse control or appropriate expression of self) in interpersonal relationships with peers, faculty, and others.
	33. Exhibits appropriate levels of self-assurance, confidence and trust in own ability.
	34. Follows professionally recognized conflict resolution processes; seeking to informally address the issue first with the individual (s) with whom the conflict exists.
	35. Respects cultural, individual, and role differences, including those due to age, gender, race,

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	ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status.
	36. Respects the fundamental rights, dignity and worth of all people.
	37. Demonstrates an awareness of his/her own belief systems, values, needs and limitations; and the effect of these on his/her work.
	ACADEMIC SKILLS (CACREP II.G.1.e)
	38. Understands how differing theoretical traditions conceptualize client problems and presentations
	39. Understands and identifies differences in skills and styles of therapeutic responses of diverse theoretical traditions.
	40. Understands how diverse approaches construct treatment in various contexts and treatment populations
	41. Writes with good grammar, form, and organization
	42. Submits written work in a timely fashion
	43. Participates in class and interacts with peers appropriately, cooperatively, and respectfully in classroom interaction.
	USE OF INSTRUCTOR'S FEEDBACK
	44. Demonstrates openness to feedback, with non-defensive approach to corrective feedback.
	45. Demonstrates an ability to integrate feedback given and uses suggestions to improve clinical skills.
	46. Provides clear, constructive feedback to peers.

NOTE: Any score of “1” will result in a No Pass grade for the course and the student will be referred for Remediation/Support. This evaluation will be placed in the student's clinical file and will be reviewed by practicum and internship faculty.