Houston Graduate School of Theology
COU 751–753b Counseling Practicum
Spring 2015, Wednesdays 5:30-7:00 pm
Ria E. Baker, Ph.D., LPC-S
HGST Phone #: 713 - 942 - 9505
rbaker@hgst.edu

The mission of Houston Graduate School of Theology is empowering spiritual leadership through the intellectual, spiritual, and vocational development of men and women in order to advance the gospel of Jesus Christ throughout the world.

I. Course Descriptions

COU 751 Counseling Practicum 1
One hundred fifty clock hours of supervised experience in counseling with an approved supervisor in an approved clinical or counseling center setting. The course includes meetings with a campus supervisor and peer group.

COU 752 Counseling Practicum 2
One hundred fifty clock hours of supervised experience in counseling with an approved supervisor in an approved clinical or counseling center setting. The course includes meetings with a campus supervisor and peer group.

COU 753 Marriage & Family Counseling Practicum 1
One hundred fifty clock hours of supervised experience in a clinical setting with clients; practicum to include work with family systems and the use of family therapy counseling approaches. The course includes meetings with a campus supervisor and peer group.

II. Student Learning Outcomes

Upon completion of the practicum, the student will be able to:
A. Develop a professional perspective and theoretical orientation aligned with client and facility needs.
B. Adhere to and comply with facility policy.
C. Understand and utilize on site instruction, training, and information to assist with providing counseling to the population served.

Upon completion of the practicum classroom requirement, the student will be able to:
A. Present clinical cases in a case conference format.
B. Be competent in relationship building within the peer-to-peer supervision model.
C. Articulate matters of ethical, moral, and spiritual concerns as they apply to the practicum experience.
D. Provide professional peer emotional support during the practicum experience.
E. Review documentation, legal, and practice issues as per the rules of the Texas State Board of Examiners of Professional Counselors.
F. Integrate theories, experiences, and scripture to form a theological model of the counseling process and spiritual care in later life.
III. Text: No required text.

Recommended texts:


2. Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5 by American Psychiatric Association (May 27, 2013)

Useful Information

You may request information from the LPC Board as follows:

Texas State Board of Examiners of Professional Counselors
Texas Department of Health
1100 West 49th Street
Austin, Texas 78756-3183, USA

E-mail: lpc@tdh.state.tx.us
Telephone: (512) 834-6658
Fax: (512) 834-6789
Website: http://www.tdh.state.tx.us/hcqs/plc/lpc.htm

To obtain an application packet or for any other information or inquiries, please contact the LMFT board at:
Texas State Board of Examiners of Marriage and Family Therapists
Texas Department of Health
1100 West 49th Street
Austin, Texas 78756-3183

E-mail: mft@tdh.state.tx.us
Telephone: (512) 834-6657
Fax: (512) 834-6677
Website: http://www.tdh.state.tx.us/hcqs/plc/mft.htm

IV. Course Requirements

A. Assignments consist of 5 case summaries and
B. A case conceptualization presentation.
C. The midterm and final site supervisor evaluations need to be received by mail by instructor on due dates;
D. The final time log with completion of required 150 practicum hours.

B. Papers written in anything but Times New Roman, 12-point type, will not be graded. Please do not double-double space or use additional spacing between paragraphs. Use citations as necessary and third-person writing throughout.

V. Grading Scale

A final grade of Pass or Fail grade will be granted based on mid and final evaluations, attendance to class, and completion of assignments.

VI. Policies
A. Regular attendance and submission of assignments on due dates in syllabus is expected. **Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. The student may fail the course for excessive tardiness and absences.**

B. Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers.

C. Turnitin.com
   1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
   2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
   3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.

D. Electronic Equipment Usage in Classrooms
   It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

E. Incompletes
   In cases of extenuating circumstances, and at the discretion of the instructor, a student may request and apply for an extension on all required assignments, which are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of “I” (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Academic Dean or Associate Dean and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar’s office by the deadline published in the school calendar.

F. Plagiarism
   Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.
   1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate
Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:

- The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
- For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
- For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.

2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Academic Dean.

3. The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Academic Dean. His or her only opportunity for appeal will be to the President in writing. The President’s decision will be final.

G. Library Usage

A student’s ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

1. Houston Public Library—Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library’s website, www.houstonlibrary.org, to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.

2. Fondren Library at Rice University—The Fondren Library (713-348-5113) is located at 6100 Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren Library, they will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).

3. Lanier Theological Library is a new resource for scholarly theological research in the Houston area. The library is open to the public, Monday, Wednesday-Friday, 9:00 AM - 5:00 PM, and Tuesday, 9:00 AM - 9:00 PM. The library is a research library with no circulation privileges. Nonetheless, students should consider Lanier Library to be a
valuable research option. The catalog of Lanier Library is available online: [http://alexandria.lanierlibrary.net/#](http://alexandria.lanierlibrary.net/#).

4. **Cardinal Beran Library at St Mary’s Seminary**—the home of an extensive theological library, St Mary’s Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit [http://beran.stthom.edu](http://beran.stthom.edu). The Doherty Library on the main campus of University of St Thomas is also an option.

5. **Library of the Presbytery of the New Covenant**—as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalog, go to [http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi](http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi).

6. Other options include Harris County Public Library ([www.hcpl.net](http://www.hcpl.net)) and the libraries at the University of Houston and Houston Baptist University.

### VII. Fitness to Practice Evaluation for Counseling Students

Counselor educators are ethically obligated, through ongoing evaluation, to address the inability of some students to achieve counseling competencies. Fitness to Practice Evaluation is a process, which ensures that counseling students are:

- Meeting or exceeding program standards;
- Demonstrating the acquisition and effective application of ethical counseling skills to address a diverse population; and
- Exhibiting emotional and mental fitness in the interaction with clients, families, peers, and other professionals.

Counselor educators do the following:

- Assist students in securing remedial help when needed;
- Seek professional consultation and document their decision to dismiss or refer students for assistance; and
- Ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

All students will be evaluated during their enrollment in the MAC degree program and remediated, if necessary. The Fitness to Practice Evaluation Form is an instrument that is used to evaluate comportment of students enrolled in the Masters of Arts in Counseling (MAC) program. For MAC students, this instrument is used to assess students enrolled in COU 530 Theories in Counseling, COU 600 Counseling Skills and Techniques, and COU 751 Counseling Practicum I. The information that is gathered is aggregated by the Counseling Practicum Director who analyzes, stores, and reports the data to the Academic Office.

### VIII. Notes for Writing Assignments

E. Counseling students should pay particular attention to the APA Manual (6th edition) guidelines on submission of all assignments.

### VIV. Class and Reading Schedule

*Due Dates for Assignments are Marked by Asterisks*

**Jan. 21** - Introductions, syllabus. Complete Student Data Form.
- Introduce Fitness to Practice policy.
- Review ACA code of ethics
Jan. 28 – Case consultations.
Review of DSM 5 information: How to write up a DSM-5 diagnosis, see a two-part YouTube video that covers this topic as well as general issues with writing a clinical assessment: http://www.youtube.com/watch?v=BjnPTFS4-yyo

Feb. 4 – Case consultations. Case summary #1 due*
Review Texas State Board of Examiners of Professional Counselors – Licensing requirements.
Website: http://www.tdh.state.tx.us/hcqs/plc/lpc.htm

Feb. 11 – Case consultations.
Review Self-Care power point and Mindfulness techniques.

Feb. 18 – Case consultations. Case summary #2 due.*
Review of theories and techniques.

Feb. 25 – Case consultations.
Read articles on documentation, clinical note taking.

March 4 – Case consultations – Case summary #3 due*
Review SADPERSONS suicide assessment scale.
CAGE substance abuse assessment scale and other assessments.

March 11 - Case consultations – Presentations of Case Conceptualization Assignment*
Review Psychopharmacology. Midterm Evaluation Due.*

March 18 – Spring Break

March 25 – Case consultations – Presentations of Case Conceptualization Assignment.*
Read Psychological First Aid article

April 1 – Case consultations - Case summary #4 due*
Review Mental Health Association of Greater Houston: www.mhahouston.org – resources

April 8 – Case consultations.
Complete Evaluation of Site Supervisor form in class.

April 15 – Case consultations – Case summary #5 due*

April 22 – Case consultations - Review Texas State Board of Examiners of Professional Counselors – Licensing requirements. Website: http://www.tdh.state.tx.us/hcqs/plc/lpc.htm

April 29 – Case consultations

May 6 – Final Time Log and Final Evaluation Due.

The professor of record reserves the right to adjust classroom topics as the course develops.
IX. Bibliography
See Instructor’s webpage for additional readings.
Student Data Form

STUDENT INFORMATION:
Student’s Name:__________________________________________
Address:______________________________________________________________________
Home Phone:______________________Work Phone:__________________________________
Evening Phone:______________________
E-Mail:_______________________________________________________________________

SITE INFORMATION:
Field Supervisor’s Name (Mr., Ms., Mrs., Dr.):_____________________________________
Name of Site/Facility/School:______________________________________________________
Street Address:_________________________________________________________________
City:__________________________________________Zip:______________________________
Field Supervisor’s Phone Number:______________________ e-mail:_____________________
Principal or Director of Facility:____________________________________________________

Please list at least three goals you have for this course (other than making an “A”).
**Group Counseling Session Summary**

Student Counselor’s Name ____________________________________ Date ________________

Client’s Ages ______________________________________________ Session Number ______

Group Focus/Problem ________________________________________

1. What are your treatment goals for this group?

2. What were your goals for this group session?

3. Did anything happen during the group session that caused you to reconsider your goals? How did you resolve this?

4. What was the major theme of the session? Was there any major important content?

5. Describe the *interpersonal dynamics* between you and the clients/students during the session. Specifically address *your reactions* to the client and why.

6. What group *theory* and *techniques* were predominant in this session and why?

7. How successful was the session (explain why)?

8. What did you learn about the group helping process from the group session?

9. What are your plans/goals for the next group session?

10. What specific questions do you have for your supervisor regarding this and future sessions? (Include tape counter numbers if submitting a tape for review with this form.)
Individual Counseling Session Summary

Student Counselor’s Name ___________________________ Date __________________

Client’s Initials __________ Client’s Age ___________ Session Number ____________

Presenting Problem _____________________________________________________________

1. What are your treatment goals for this client?

2. What were your goals for this session?

3. Did anything happen during the session that caused you to reconsider your goals? How did you resolve this?

4. What was the major theme of this session? Was there any major important content?

5. Describe the interpersonal dynamics between you and the client during the session. Specifically address your reactions to the client and why?

6. What theory and techniques were predominant in this session and why?

7. How successful was the session (explain why)?

8. What did you learn about the helping process from this session?

9. What are your plans/goals for the next session?

10. What specific questions do you have for your supervisor regarding this and/or future sessions? (Include tape counter numbers if submitting a tape for review with this form.)
Case Conceptualization:

Case conceptualizations provide a framework for counselors to present a client’s concerns. It allows for a systematic approach to articulating the client’s concerns including demographic information, background information on the client and their concern(s). It allows the counselor to articulate their hypotheses of client’s problem and counselor’s intervention strategies.

A case conceptualization can be very simple or very detailed. It depends on complexity of client problems, counselor’s personal style, as well as what the counselor feels is relevant.

By providing a case conceptualization, the counselor is able to consult or staff a case. However simple or detailed the case conceptualization is, it should include the following:

- Background data
- Presenting concerns
- Test data and supporting materials
- Inferences and assumptions
- Goals of treatment
- Interventions
- Any other information that may be relevant

Background data
CG is a 26 y/o male. This was initial session. His mood is unremarkable, his affect is somewhat flat. He is dressed casually. His hygiene is unremarkable. He maintains good eye contact and responds appropriately to the interview questions. He has been married for the past five years. They have a two-year-old son. He reports his marriage as being “fine.” CG is an auto mechanic. He has been employed at this shop for the past 14 months. He enjoys his job and has had a raise recently. He graduated from high school and attended trade school. He has no medical problems. He relates that he drinks occasionally; about three to five times a month; usually two to four beers. He denies any other substances. He denies any psychiatric history and has never seen a mental health professional until today.

Presenting concerns
CG presented to you because he is having trouble sleeping. He is having increasing insomnia. He relates he is having trouble falling asleep. He then wakes up multiple times during the night. This has been going on for about six weeks. He has tried over the counter sleep aids. While is has not affected his work, he has overslept on numerous occasions. The only reason he has not gotten into trouble is that the owner does not come in until late morning and the other mechanics have covered for him. He also relates that his appetite has dropped markedly. He has lost about 15 pounds in the past month. He relates that he has also been quite uninterested in being intimate with his wife.

Test data and supporting materials;
None at this time.

Inferences and assumptions
CG relates insomnia as his primary concern. He also relates other symptoms; decrease in appetite, weight loss, and decrease in libido. His insomnia is beginning to cause occupational
problems. He does not articulate any depressive symptoms; however, his symptoms as well as his affect may indicate depression.

**Goals of treatment**
Goal one: gather more information on his symptoms.
Goal two: if client is amenable, meet with wife for collateral information
Goal three: to test for depression (Beck Depression Scale)

**Interventions**
Refer to urologist for libido/impotence
Possibly refer to Primary Care Physician for decreased appetite and weight loss
Continue to process concerns and symptoms

**Any other information that may be relevant**
None at this time.
# Field Practicum Log

Counselor Trainee: _______________________________ Site supervisor: _______________________________

Site: __________________________________________ Seminary supervisor: _______________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Individual Counseling</th>
<th>Group Counseling</th>
<th>Administrative Duties (Indirect Hours)</th>
<th>Supervision (1.0 hour/week)</th>
<th>Total Hours</th>
<th>Site Supervisor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final week**

<table>
<thead>
<tr>
<th>Column totals</th>
</tr>
</thead>
</table>

Total Direct Counseling Hours: ______ Total Indirect Hours: ______ Supervision: ______ Total: ______

Site supervisor’s signature: _________________ Date: ________________

Student’s signature: _________________ Date: ________________
SITE SUPERVISOR’S MIDTERM AND FINAL EVALUATION OF STUDENT COUNSELOR’S PERFORMANCE

Name of student counselor __________________________________________________
Period covered by the evaluation ____________________________________________
Site setting ______________________________________________________________

Directions: Please your level of agreement with each of the following statements regarding the student counselor’s capabilities and performance by circling 1-2 (poor or marginal performance), 3-4 (adequate or average performance), 5-6 (good to excellent overall performance), NA/NO (not applicable or not observed).

*NOTE: Students will be graded on their performance at each evaluation (midterm and final). In addition, growth between these two evaluation periods is given the most weight. Therefore, supervisors please keep in mind that conducting a candid and frank evaluation at mid semester allows for growth to be reflected in the numbers at the second evaluation (i.e., giving 1’s to 4’s on the first evaluation and giving 3’s to 6’s on the second evaluation represents growth by the student). As well, it is important for the numbers to reflect if little or no growth has occurred, or if there has been a regression in skills or abilities.

General Supervision Comments

<table>
<thead>
<tr>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Demonstrates a personal commitment to developing professional competencies.
2. Invests time and energy in becoming a counselor.
3. Accepts and uses constructive criticism to enhance self-development and counseling skills.
4. Engages in open, comfortable, and clear communication with peers and supervisors.
5. Recognizes own competencies and skills and shares these with peers and supervisors.
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors.
7. Completes case reports and records punctually and conscientiously.
8. Is dependable and efficient in time management.

The Counseling Professionalism

<table>
<thead>
<tr>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Keeps appointments on time.
2. Begins the interview smoothly.
3. Explains the nature and objectives of counseling, when appropriate.
4. Is relaxed and comfortable in the interview.

The Counseling Process

<table>
<thead>
<tr>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Communicates interest in and acceptance of the client.
2. Facilitates client expression of concerns and feelings.
3. Focuses on the content of the client’s problem.
4. Recognizes and resists manipulation by the client.
5. Recognizes and deals with positive affect of the client.
6. Recognizes and deals with negative affect of the client.
7. Is spontaneous in the interview.
8. Uses silence effectively in the interview.
9. Is aware of own feelings in the counseling session.
10. Communicates own feelings to the client when appropriate.
11. Recognizes and skillfully interprets the client’s covert messages.
12. Facilitates realistic goal setting with the client.
13. Encourages appropriate action-step training with the client.
14. Employs judgment in the timing and use of different techniques.
15. Initiates periodic evaluation of goals, action-steps, and process during counseling.
16. Explains, administers, and interprets tests correctly.
17. Terminates the interview smoothly.
18. Assists clients with personal problems in individual sessions.
19. Conducts small group counseling sessions.
20. Consults with other professionals and makes effective use of referral sources to help clients.
21. Demonstrates knowledge of and sensitivity to minority needs.
22. Presents in-service training and/or community education activities.

<table>
<thead>
<tr>
<th>The Conceptualization Process</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focuses on specific behaviors and their consequences.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>__</td>
</tr>
<tr>
<td>2. Recognizes and pursues discrepancies and meaning of inconsistent information.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>__</td>
</tr>
<tr>
<td>3. Uses relevant case data in planning immediate and long-range goals.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>__</td>
</tr>
<tr>
<td>4. Uses relevant case data in considering various strategies and their implications.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>__</td>
</tr>
<tr>
<td>5. Bases decisions on theoretically sound and consistent rationale of human behavior.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>__</td>
</tr>
<tr>
<td>6. Is perceptive in evaluating the effects of own counseling techniques.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>__</td>
</tr>
<tr>
<td>7. Demonstrates ethical behavior in the counseling activity and case management.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>__</td>
</tr>
</tbody>
</table>

Additional comments and/or suggestions: ____________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

EVALUATOR’S SIGNATURE ___________________________ TITLE ___________________________ DATE ______________

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be given to the Seminary Faculty to be placed in my student practicum course file.