

## **COURSE SYLLABUS**

Lewis & Clark College: Graduate School of Education and Counseling  
CPSY 505 - Practicum in Counseling  
Fall 2013

*The most precious gift we can offer others is our presence. When mindfulness embraces those we love, they will bloom like flowers thich nhat hanh*

**Instructor: Tanya Prather, Ph.D.**  
**E-mail: [tanyaprather@lclark.edu](mailto:tanyaprather@lclark.edu)**  
**Phone: 971-219-1025 (cel)**

**Time: Thursdays, 2 – 8 PM**

(Please note: You will be supervised by other practicum instructors on the following dates: 10/3/13 & 10/24/13)

**Textbooks/Materials:** Micheal Kerman (Ed), Clinical Pearls of Wisdom : 21 Leading Therapists Offer their Key Insights, W.W. Norton & Co., ©2010.

Moodle Readings to be assigned

**Catalogue Description:** Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 100 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. [Up to] two semesters, 3 credit hour each required.

**Course Description:** This class is designed to provide instruction and supervision to first and second semester practicum students working with clients at the Lewis and Clark Community Counseling Center. Students will receive live supervision and feedback as designated by CACREP requirements. The focus of the class will be to provide ethical and competent client care while working within the parameters of time (typically one semester), student theoretical orientation and client issues/goals. Skills that will receive particular attention will include developing a therapeutic relationship, counselor empathy, and compassion. The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship will be highlighted as well. A beginning knowledge of client assessment and the development of treatment planning (including articulating the goals, objectives and interventions) will be developed. The establishment of a self-care practice and development of professional boundaries will be central as students become aware of counter-transference and vicarious trauma while growing professionally as a counselor.

### **Course Goals and Objectives:**

- Practicum students will engage in a helping relationship with their clients focusing on the development of the therapeutic relationship. (CC: 5a, 5b, 5c)
- Demonstrate consistent use of micro skills which includes interviewing skills, client conceptualization and effective use of prevention/intervention strategies (CC: 7h, 5h, 5c)
- Demonstrate engaging in a therapeutic relationship based on benevolence, trustworthiness and authenticity (CC: 5a, 5b, 5c)
- Demonstrate intake interviews as well as appropriate client assessments and screening (CC: 7g)
- Demonstrate evaluation of risk factors related to client's safety and welfare as well as perpetrator of violence or abuse (CC: 7h)
- Demonstrate appropriate documentation and record keeping skills (CC: 5g)
- Utilize effective treatment planning, goal planning and termination plans (CC: 7h)
- Engage in case presentations, consultation, communication with supervisor and peers utilizing professional language (CC: 5a, 5b, 5c)
- Utilize community resources and understanding of how to access and refer, as well as consult with outside agencies as necessary (CC: 3c, 1b)
- Maintain ethical counseling standards with an ability to identify ethical issues, their evaluation, use consultation and engage in the ethical decision making process (CC: 5g, 7i)
- Maintain a protocol for self-care, identifying personal support systems, appropriate boundary management and life activities that generate overall well being. (CC: 5a)

### **CACREP objectives/student learning outcomes:**

- II.K.1.b. professional roles, functions, and relationships with other human service providers;
- II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- II.K.1.f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession
- II.K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- II.K.7.i. ethical and legal considerations.

- A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.
- C1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;
- C3. effective strategies for promoting client understanding of and access to community resources;
- C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

**Course Requirements:** To successfully complete the clinical practicum, the student must satisfactorily complete a minimum of 100 clock-hours of counseling activities with at least 40 of these hours in direct contact with clients over the two semesters of practicum. Students must keep approved and complete documentation of client sessions and other documentation required by the Lewis and Clark Counseling Center. Students must receive minimal 1s and no 0s on the Professional Qualities Evaluation and must perform at a satisfactory level on the Practicum Evaluation Form. Activities that can be counted toward the 100 hours may include such professional activities as consultation, coordination, supervision, documentation, case conceptualization, and research/study/learning related to counseling or client issues. In the course of completing these activities, the student will be expected to demonstrate a wide variety of counseling techniques and communication skills. At the end of the semester, the student must document the amount of time they were engaged in these activities, and submit to your instructor. Additionally, students will be required to transcribe one whole session with a client. The transcription and a transcription-response narrative (minimum of five pages) will be due at the end of the semester. Finally, students will work on establishing self-compassion and develop professional boundaries as issues of counter-transference and vicarious trauma present themselves.

**Evaluation and Assessment:** Grading: This class is graded using Credit/No Credit. Each student will be evaluated in the areas of counseling competence including use of effective micro skills, theoretical knowledge, self-awareness, and ethical practice. Case presentations during group supervision, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision will all be considered in the grade. Evaluation methods may include (any and/or all) written work, observation, tape or audio review, transcriptions, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. Evaluation of satisfactory performance will be made by your instructor. Failure to complete the class requirements or the required number of direct service hours in a semester may result in a deferred grade with the possible enrollment in a second semester of practicum. Some students require more than two semesters of practicum to develop and demonstrate the requirements of a master's level counselor. Students must be ready to move onto Internship in order to pass Practicum. Occasionally personal

issues or life events will make it impossible for a student to move forward in their growth as a counselor and they will be encouraged or required to take some time off for self care.

**Ethical Guidelines:** *Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as absolutely confidential.*

**Confidentiality and Informed Consent:** *Students will make their clients aware they are enrolled in the M.A. or M.S. program in Counseling at Lewis and Clark College and that they are working under supervision. Clients should know that they are being observed and videotaped and that the counseling experience will be discussed for training purposes. It is important to let clients know that you are in the counseling center only 1 day a week and are not available on other days.*

**Informed Consent, Professional Disclosure Statement, and other forms** will be used with all clients that delineate what information about them will be used (and how it will be protected) and for what purpose. Clients under the age of 14 must have the forms signed by a parent or legal guardian. This informed consent is required in addition to any of the other forms. Students will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential.

**Mandated Reporting:** *Students will make mandated reports in accordance with Oregon law. Any questions about what constitutes a report or how to make a report should be immediately discussed with your instructor or the back-up supervisor. Students will utilize policies and forms related to making mandated reports as provided at the Lewis and Clark Community Counseling Center.*

**Attendance:**

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care.
- Any missed classes will require make-up work including any of the following; written work including research, transcript of counseling session and professional reading with written review.
- Any "planned absences" must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify site supervisor, center supervisor, and your client as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts the work of your classmates.

**Class Attendance: CPSY Departmental Attendance Policy:** Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**Laptops and Cell Phones:** Due the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

**Initial course topics to be addressed in supervision and in Moodle readings. This list will grow (see Moodle course site) as the semester continues.**

1. Documentation of hours
2. Professional Self-Disclosure Statements
3. Required documentation
4. Intakes/Assessment (client issues and contextual/societal issues)
5. Time-limited, theoretically consistent treatment planning
6. Assessment of suicide and suicide contracts

*Darkness deserves gratitude. It is the alleluia point at which we learn to understand that all growth does not take place in sunlight. Joan Chittister*