

CPSY 505-01-Practicum in Counseling-Summer 2013

Instructor Information:

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Cell: **503 475 5996 (text okay!)**

FRIDAYS, 8:30AM TO 2:30PM 1/9/14- 4/25/14

LEWIS AND CLARK COMMUNITY COUNSELING CENTER

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“Valuing clients as credible sources of their own experiences allows us to critically examine our assumptions and practices—to support what is working and challenge what is not—and allows clients to teach us how we can be most effective with them.” -Barry Duncan.

“If we are to contribute to the changes so desperately needed in our agencies, communities, and societies, we must first and foremost develop the capacity to be present with all that arises, stay centered throughout, and be skilled at maintaining an integrated self.”

-Laura van Dernoot Lipsky

“I prefer to think of my patients as fellow travelers, a term that abolishes distinctions between “them” (the afflicted) and “us” (the healers).” -Irv Yalom

“For therapy to be therapeutic, it is more important for the clinician to understand people than to master specific treatment techniques”

-Nancy McWilliams

My philosophy of teaching & supervision: I believe it is my professional responsibility to provide a respectful, supportive and challenging learning environment. Practical activities, dialogue, collaborative learning and personal reflection guide my teaching based on the beliefs that learning is constructed in community and is an active process that allows for new insights, connections and meaning to emerge. I am intentionally relational in my approach with students. Relationships provide the core of the learning experience rather than mere information exchange and recitation. According to Merriam et al., “The central role of experience in adult learning is another point of connection (2007, p. 293).” This emphasis on relationships is also supported by my understanding of Relational Cultural Theory (RCT) which posits that mutual, authentic relationships foster healthy human development (Miller and Stiver, 1998). RCT includes the concept of the Five Good Things of growth fostering relationships:

1. Each person feels a greater sense of “zest” or vitality, energy.
2. Each person feels more able to act and does act.
3. Each person has a more accurate picture of her/himself and the other person(s).
4. Each person feels a greater sense of worth.
5. Each person feels more connected to the other person(s) and feels a greater motivation for connections with other people beyond those in the specific relationship. (Miller and Stiver, 1998)

I see these Five Good Things as a strong foundation for learning. An environment that invites connection, and therefore healthy human development, invites learning. I utilize various supervision models in my

work with students as I support and guide them on the journey of seeing clients in their graduate training program.

COURSE INFORMATION

Course Description: This class is designed to provide instruction and supervision to 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 countertransference and vicarious trauma while growing professionally as a counselor.

Catalog 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.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.

Required Texts:

Teyber, E. & McClure, F.H. (2011). *Interpersonal Processes in Psychotherapy: A relational Approach* (6th Ed.). Pacific Grove, CA: Brooks/Cole.

Skovholt, Thomas, M. (2012). *Becoming a Therapist: On the Path to Mastery*. Wiley & Sons.

Highly Recommended:

**Negotiating the Therapeutic Alliance* by Safran & Muran

**The Unified Protocol* by Barlow

**The Complete Adult Psychotherapy Treatment Planner* by Jongsma, Peterson & Bruce

The Therapeutic Alliance: An Evidence Based Guide to Practice by Muran & Barber

Interpersonal Reconstructive Psychotherapy by L.S. Benjamin

Narrative Exposure Therapy by Schauer, Neuner, & Elbert

On Becoming a Better Therapist by Barry L. Duncan

The Gift of Therapy by Irvin D. Yalom

Clinical Pearls of Wisdom by Michael Kerman

What Therapists Say and When They Say It by McHenry & McHenry.

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. This will be achieved over the course of two semesters. 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.

Course Objectives and Learning Outcomes:

1. Practicum students will engage in a helping relationship with their clients focusing on the development of the therapeutic relationship. (CC: 5a, 5b, 5c)
2. Demonstrate consistent use of micro skills which includes interviewing skills, client conceptualization and effective use of prevention/intervention strategies (CC: 7h, 5h, 5c)
3. Demonstrate engaging in a therapeutic relationship based on benevolence, trustworthiness and authenticity (CC: 5a, 5b, 5c)
4. Demonstrate intake interviews as well as appropriate client assessments and screening (CC: 7g)
5. Demonstrate evaluation of risk factors related to client's safety and welfare as well as perpetrator of violence or abuse (CC: 7h)
6. Demonstrate appropriate documentation and record keeping skills (CC: 5g)
7. Utilize effective treatment planning, goal planning and termination plans (CC: 7h)
8. Engage in case presentations, consultation, communication with supervisor and peers utilizing professional language (CC: 5a, 5b, 5c)
9. Utilize community resources and understanding of how to access and refer, as well as consult with outside agencies as necessary (CC: 3c, 1b)
10. 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)
11. 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.

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.

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 which includes group supervision from 8:30am to 10am, during observations of sessions and during consultation or supervision. 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.

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. You are expected to attend every class. Because this course only meets once a week, missing one class can be detrimental to your overall success in the course as a whole.
- Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, your own sudden illness, etc.) will be handled on a case-by-case basis. In the event of an absence you are required to attend to the care of your clients, meaning that you are responsible for ensuring that they are contacted and made aware of your absence and their next scheduled appointment time.
- In case of illness and true emergencies, please do the following:
 1. Contact your instructor via phone call or text message. Ensure you obtain an acknowledgement of your absence from your instructor.
 2. Contact the L&C counseling clinic to let them know will not be in to see your clients.

Email is not appropriate or timely in the case of last minute emergencies.

- 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.
- 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.

Participation: You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is actively engaged in personal and professional development, is completing assigned readings and understanding the material. Active participation is essential and will be evaluated in the following way:

Excellent - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion or using a lot of words to say little.

Satisfactory - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimal acceptability - Passive participation including being present, awake, alert, attentive, but not actively involved.

Unsatisfactory - Uninvolved including being absent, late, present but not Attentive: distracted, not present or making irrelevant contributions that inhibit the progress of the discussion.

Late assignments: All assignments will be due at the start of class on the dates outlined in the syllabus. Late assignments will be penalized 10% of the points available for each 24-hour interval that they are late. Assignments > 1 week late will not be accepted unless you have medical or other valid documented reasons for the delay. In short, all assignments are outlined in the syllabus, are not subject to change, thus providing you with all the information and ample time to plan your schedules accordingly to ensure that all assignments are completed thoroughly and in a timely fashion.

SKILL DEVELOPMENT REQUIRED DURING THIS COURSE:

1. Process and Communication Skills.

- Students will continue to develop the skills learned in Practicum I. Process skills refer to counselor behaviors that can be observed either through two-way mirrors, videotaping, or audiotaping. Process skills range from simple (restatement) to sophisticated (paradoxical intervention) depending on counselor ability. These skills enhance the process of counseling and are evaluated in their execution rather than their choice.
- Make highly accurate responses to client's statements by responding to client needs, feelings, cues, and behavior.

- Understand but not become overly involved in the problems of individuals.
- Facilitate and remain open to the intense affective responses of the client, including those directed toward the counselor.
- Maintain an appropriate separateness from the client.
- Facilitate self-exploration and understanding on the part of the client through the appropriate use of empathy and respect.
- Appropriately share experiences, feelings, and ideas in an open, non-dogmatic manner while keeping the focus on the client.
- Place a client at ease prior to the initial counseling experience through informal and casual discussion aimed at dispelling hostile and apprehensive attitudes toward the counseling process.
- Demonstrate ability to terminate the counselor/client relationship.
- Use more advanced (interviewing) counseling skills such as probing, interpretation, and constructive feedback appropriate to counselor's theoretical frame of reference.

2. Conceptualization Skills.

- Students will continue to develop intervention strategies learned in Practicum I. Conceptualization skills reflect deliberate thinking and case analysis; such "thinking" takes place both in the session and between sessions.
- Conceptualization skills include: identifying the major concern of the client, recognizing dominant themes in a session, planning for future sessions, and choosing a particular helping response/technique with a certain goal in mind.
- Appropriately apply counseling skills to problems presented by a variety of individuals in an agency setting.
- Establish an ongoing counseling relationship with a client(s) based on accurate case conceptualization.
- Set process and outcome goals related to identified client problems.
- Develop and implement counseling plans to meet identified client problems.
- Demonstrate knowledge of counseling intervention strategies/theories by applying them and/or by identifying their potential use during in class tape critiques.
- Identify client strengths, goals, and self-defeating behaviors.
- Understand and use transference-laden behavior to increase client/self knowledge.
- Skillfully perform the techniques specific to the counselor's declared mode/theory of choice.
- Apply problem-solving strategies with a client.
- Identify and report client problems from both the counselor and client perspectives.
- Develop and implement counseling plans to meet identified goals and objectives.
- Recognize the indications for termination of the counseling relationship and demonstrate an appropriate termination process.
- Report outcomes, results, and status of problems and clients at termination of counseling.
- Explain and demonstrate the use of a personal model of counseling.

3. Personalization Skills.

- Students will continue to develop an understanding of their personal issues and growth (begun in Practicum I).
- Personalization skills are those personal attributes which counselors use in the counseling relationship. Personalization also refers to the degree to which the student has adapted to the role of helper.
- Such skills include:
 - o Being comfortable with the professional responsibility of being a counselor.
 - o Being able to separate personal reactions to an issue from those of the client.
 - o Allowing a sense of humor to emerge.

- Not being defensive with an accusing client.
- Being able to handle a range of emotions in self or client.
- Being able to accept constructive critique in supervision.

4. Professional Skills.

- Students are expected to develop and demonstrate the professional behaviors that will support the ethical standards of the American Counseling Association.
- Such skills include:
 - Complete written clinical documentation in a timely fashion. All client contact should be documented before leaving the clinic for the day.
 - No clinical documentation should be written outside of or leave the clinic for any reason.
 - Safeguard confidentiality.
 - Behave professionally in field placement.
 - Dress appropriately for counseling contacts.
 - Remain objective toward opinions, practices, ethnicity, religious and spiritual values, different from self held beliefs.
 - Understand self and be aware of emotional limitations.
 - Remain open to assessments by others as to personality and counseling style, including complementary as well as critical statements.
 - Communicate to the client the nature of the relationship so that the client understands the limits of the services offered.
 - Relate to clients of various religious and ethnic backgrounds.
 - Display an awareness of the specialties, skills, and services of other helping personnel in the community so that referral, when necessary, is a possibility.
 - Determine in specific cases when it is appropriate to share a client's private communication and when the counselor must act autonomously and in confidence.
 - Confront and assist student peers who are not exhibiting professional behavior.

COURSE FORMAT

- We will spend the first 1.5 hours of each meeting in group supervision, which is to be used to discuss assigned readings, presentations, clinical and training needs and issues, and client concerns.
- Triadic supervision will be provided during each scheduled meeting time. Student pairs will receive 50mins of triadic supervision each class meeting with the professor. Triadic supervision will include review of observed sessions, audio/video tape review, case conceptualization, and discussion of pertinent issues.
- The remainder of your time will be spent in counseling sessions, reviewing tapes of your therapy sessions, observing counseling sessions of your peers, writing chart notes, phone intake coverage, and sundry professional tasks.

GRADING:

The practicum is graded *credit/no credit*. Failure to complete the required number of direct service hours may result in a deferred grade. Meeting the above requirements is a minimum criterion for evaluation. Among the additional dimensions considered by the instructor are the following:

Each student will be evaluated in the areas of counseling competence including use effective use of 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. Evaluation methods may include (any and/or all) written work, observation, tape or audio review, 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.

- The instructor will make final decisions about grading.
- Failure to complete class requirements may include a deferred grade as well as the possible delayed enrollment in a second semester of practicum.
- Failure to complete 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.
- Failure to follow Ethical Guidelines of the profession will require a meeting to determine the next steps for addressing the concerns.
- 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.

AREAS OF COMPETENCY THAT WILL BE ASSESSED:

1. Collegial Interactions:

- a. Willingness to provide feedback and suggestions to others.
- b. Openness to feedback and suggestions from others.
- c. Utilization of resources within LCCC and within the group.
- d. Comporting yourself in a professional manner at all times.

2. Interview Behavior:

- a. Attention to the process aspects of the counseling relationship.
- b. Attention to content, affect, and non-verbal behavior.
- c. Development of a therapeutic relationship.
- d. Development of a comprehensive case conceptualization and diagnosis replete with treatment goals.
- e. Implementation of appropriate counseling techniques and strategies.
- f. Comfort and ability to work with people with differing values and perspectives
- g. Awareness of the impact of one's values on clients and the therapeutic process

3. Case Management:

- a. Attention to pre-session preparation.
- b. Integration of theory, research, and practice in case conceptualizations.
- c. Attention to the development and implementation of referral and consultation skills, particularly in regard to working with other professionals in the Center and in the community.

4. Clinical Supervision:

- a. Reviewing audio/video tapes of therapy sessions.
- b. Preparation of materials, thoughts, issues, and questions prior to supervision.
- c. Openness to and utilization of supervision.

- d. Willingness to discuss with the supervisor any problems encountered in the practicum, in group supervision, or with the supervisor.
- e. Treating the supervisor with respect.

5. *Professional Attitude*

- a. Being appropriately proactive, taking the initiative and responsibility for your training and development as a professional counselor.
- b. You are expected to keep your commitments to the site and to the practicum group. These include, but are not limited to, being prepared for supervision, keeping your scheduled appointments with clients, colleagues, and supervisors, and behaving professionally and responsibly in all related activities.
- c. You are expected to maintain timely case notes for all clients whom you see and turn in your notes at the specified times.
- d. All case materials must be safeguarded for confidentiality. These include chart notes, case presentations, test materials, tapes, etc. Case notes and charts cannot be removed from the site without permission of the supervisor.
- e. You are expected to conduct yourself in a responsible manner, in accordance with legal statutes, ethical principles, and professional standards, in all of your practicum activities [e.g., ACA (2005)].

Grounds for an Unsatisfactory Grade include but are not limited to:

- In the absence of unforeseen and unavoidable circumstances, failure to adhere to expectations a - c *may* be seen as sufficient grounds for insisting that you withdraw from the practicum. A single instance of failure to adhere to expectations d or e *will* be viewed as sufficient grounds for a “U”, insisting that you withdraw from the practicum, with referral to the appropriate Department and University judicial committee(s).
- Failure to complete required assignments (e.g., self-assessments, clinical logs, case presentations)
- Absences
- Failure to complete basic administrative responsibilities (e.g., case notes, taping of sessions, case conceptualization)
- Inappropriate, unprofessional, and/or unethical behavior that is unresponsive to feedback and/or jeopardizes client or colleague welfare
- Unwillingness or inability to take corrective actions in response to supervisory feedback
- Inappropriate imposition of personal values and/or consistent skill deficiencies that are unresponsive to supervisory feedback and compromise clinical work

Course Expectations & Notifications: It is normal to experience occasional discomfort as you go through your training program. Learning can be challenging! Receiving feedback from your peers along with your instructor can be difficult at times, too. While this is a normal developmental process, should you have emotional difficulty throughout the course that is consistent and interferes with your participation, the following measures are available to support you:

- 1) Please feel free to contact me as soon as possible to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.

- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or needs.
 - 3) You may also work on these concerns in the context of private counseling.
- You are expected to learn about the operation and policies of the clinic and be an active member of the community in regards to the daily operations. This includes understanding screening procedures, being knowledgeable of all intake paperwork, checking phone messages, ensuring clients are greeted/have intake paperwork, maintain appropriate confidentiality of conversation/written information while clients are in the clinic, walk your clients out of the treatment room, inform them where restrooms are, shut down the clinic at days end, etc.
 - You are expected to actively participate in group discussions and case consultations with your peers. This includes providing constructive feedback and offering possible new perspectives on their work with clients. You will also be expected to actively participate in activities facilitated by your instructor during group supervision sessions weekly. This includes understanding how to give feedback that is authentic and constructive.
 - Observe peer counseling sessions and complete a written observation form to be given to the instructor.
 - Complete all paperwork in a timely fashion (same day of session with client).
 - You are required to type up your progress notes and intake forms on the computer, print them out, obtain review and a signature from your instructor.
 - You are not permitted to take any paperwork or identifying client information outside of the clinic.
 - On a rare occasion, you may need to make phone calls to clients outside of clinic hours. In this case, you are required to block your personal telephone number using the *67 feature prior to each phone call.
 - You are encouraged to fill out a weekly log that identifies how your hours were spent in the clinic. All department paperwork can be found at http://graduate.lclark.edu/departments/counseling_psychology/mental_health/masters_degrees/evaluations_forms_handbooks/ (Professional Mental Health Counseling : Evaluations, Forms and Handbooks)
 - You are required to complete a Fall Semester Practicum Hours Summary and submit a Supervisor Evaluation for the clinic and **any/all secondary practicum sites. You will receive an incomplete in the course if you do not hand in these forms to the CPSY office by the last day of class. You are responsible for being informed regarding the paperwork requirements of the department and the program.**
 - There will be times where you will have a different number of clients than your colleagues.

- Decisions about client assignments will be made as needed. At times, these decisions will be made in collaboration with the instructor. The instructor reserves the right to assign a particular client to you without consultation.
- Your practicum supervisor may join you during a counseling session to advise, consult or redirect the session with your client. **Please prepare your client for this possibility at the outset of the counseling relationship. The beginning of the semester is also a good time to remind clients about this.**
- It is your responsibility to inform your clients of your limited schedule, length of time in the clinic, how to contact you/the clinic. You are also responsible for following up with your client when they have missed session/no showed for an appointment. You are expected to call the same day your client misses their session especially if they have not left a message with the clinic.
- Please discuss any questions you have about the course, client care, clinic policy or procedures with the instructor of your course. Aside from overall clinic policy and procedure, all decisions about client care are made in consultation with the instructor of your course.

A NOTE ABOUT SUPERVISION

The broad goals of supervision include (a) development of diagnostic and case conceptualization skills, (b) development of the ability to translate theory and research into practice, (c) enhancement and refinement of interviewing, assessment, and psychotherapy techniques (within session behavior), (d) understanding of relationship and process issues and their emotional components, and (e) personal and professional development. Of course, of primary concern is the welfare of your clients.

Because psychotherapy is an immensely personal and emotional experience for both client and therapist, you can expect to be challenged personally throughout your practicum experience. You are likely to find yourself questioning aspects of your own personality as well as re-interpreting your past experiences as a child and as an adult. You may also find the process of beginning to identify yourself as a therapist to be quite disturbing, and this process may have ramifications in your personal and family relationships. These issues are normal and expectable. As such, they are appropriate topics for discussion in supervision.

As one example, you may find that you have difficulty allowing a client to express strong emotions (e.g., anger, pain). (This is common!) The extent to which such a walling-off of feeling is characteristic of you or is due to experiencing a personal crisis in your own life may become part of our dialogue in supervision. While these discussions may have secondary therapeutic benefits for you, the goal is *not* psychotherapy. In other words, while we may explore your conflicts in supervision as it relates to your work with clients, the ultimate goal is not to modify your personality. The goal is, rather, to help you work through specific personal barriers that impede your work with clients, that impede your participation in individual or group supervision, or that impede your interactions and functioning as a therapist.

Such dialogue is, of course, confidential. Evaluation of your counseling skills and professionalism is not confidential. You will not be evaluated based on any feelings, weaknesses, or inadequacies you discuss in supervision (unless they negatively impact the client or are a threat to client or colleague welfare). I will, however, expect you to be willing to explore personal reactions to clients and to supervision and to be

open to considering your personal contribution to the therapeutic context. You will be evaluated based on your behaviors and attitude.

Please note that despite the formality of this document the practicum will be relaxed with an emphasis on individualized learning. The intent is to provide an opportunity to share cases and experiences and to learn from one another.

COURSE REQUIRMENTS:

1. Progress notes: Client progress notes and files must be up to date at all times in accordance with ACA ethical and record keeping guidelines as well as those outlined in the practicum manual. Notes are to be turned in weekly for signing by the supervisor, and should be written no later than 48 hours following session. **All client notes must be typed; no handwritten note will be signed off on.** Client notes should not be written on any computer outside of the Counseling Center. Doing so may result in immediate consequence including but not limited to immediate termination of your practicum and/or internship, and dismissal from the program. Additionally, part of the training experience is receiving constructive feedback, both about your clinical skills and your case notes. You will *likely* receive feedback on your case notes that will require some revising. This is normal and to be expected.

2. Peer supervision/feedback: When you are not seeing your own clients, completing paperwork or taking necessary breaks, you are required to observe and provide feedback to your peers on their session. A form will be given to you to take notes on. Please hand these into me and I will distribute them to your peers. Do not use identifying information on your feedback forms.

3. Transcription: You are required to complete a 15 minute transcription of a session with one of your clients. Please pick a section of the session that was challenging, confusing, difficult or included an alliance rupture. Do this transcription when it feels most beneficial to your work. Deadline: 2/28/14.

4. SRS Form Utilization: As a way of formalizing conversations with clients about the therapeutic alliance and your clients' experience with counseling, you are required to use the Session Rating Form found here: <http://scottdmiller.com/performance-metrics/>. I will support you in getting to know this instrument during the first few weeks of the semester. To fulfill the requirements of this assignment, you will need to use the form with all of your clients at each session and have regular discussions with the client and your peers about the results.

5. Reading & Facilitation of Discussion:

Teyber & McClure text:

We will discuss the assigned reading for each week so please come to class having read the material and be ready to actively participate. You will sign up to facilitate a discussion of one chapter which we will break into two week segments. As facilitator, you will be responsible for facilitating the conversation with your peers asking questions to stimulate discussion/learning and apply the material to our work with clients.

Skovholt text:

Read the chapters assigned to the corresponding weeks and come to class prepared to discuss the material.

Additional articles may be assigned over the course of the semester.

6. Class Presentations: Each week, one of you will sign up to present a 10 min clip of your recent work with a client. Choose only one chunk of the session rather than skipping around. Each of you will present twice over the course of the term. You are responsible for ensuring that the tape is exported, available for the day of your presentation and that you have a section of the session queued up. Your questions and our feedback should focus on quality of the therapeutic alliance, awareness of ruptures, treatment planning, case conceptualization and additional questions as needed. Consider these questions: Where am I stuck with this client? Which interactions, if shown, could help me get some feedback on my skills or what is going on with the client/ our alliance? Where do I need feedback on my skills?

7. Final Paper: Learning Evaluation & Case Conceptualization. At the end of the semester, you will prepare a paper to assess your experiences during the practicum. This paper will be an opportunity for you to (a) review what you learned, (b) what your strengths are, and (c) identify your "growth edges" for future work; be comprehensive, specific, and behavioral. Describe your positions, perspectives, and expectations as counselors at the end of this practicum through assessing your learning over the semester to prepare for internship. You will also complete a case conceptualization of a client you have worked with during the term. **Detailed instructions for this assignment will be given at a later date.**
DUE 4/18

READING SCHEDULE

Date	Chapters	Facilitator
1/17	T&M Ch 1 pg 1-24 (<i>to Core Concepts</i>) Skovholt Ch 1 & 2	
1/24	T&M Ch 1 pg 24-43 (<i>From Core Concepts</i>)	
1/31	T&M Ch 2 pg 46-79 (<i>to Immediacy Interventions</i>) Skovholt Ch 3 & 4	
2/7	T&M Ch 2 pg 80-94 (<i>from Immediacy Interventions</i>)	
2/14	T&M Ch 3 pg. 95-112 (<i>to Responding to Resistance</i>) Skovholt Ch 5 & 6	

2/21	T&M Ch 3 113-144 (<i>from Responding to Resistance</i>)	
2/28	T&M Ch 4 145-169 (<i>to Enlist Clients in Solving Their Own Problems</i>) Skovholt Ch 7 & 8	Transcript Due
3/7	T&M Ch 4 170-182 (<i>from Enlist Clients in Solving Their Own Problems</i>)	
3/14	T&M Ch 5 183-203 (<i>to Recognize the Constellation..</i>) Skovholt Ch 9 & 10	
3/21	T&M Ch 5 204-231 (<i>from Recognize the Constellation...</i>)	
3/28	SPRING BREAK- no class- NOTIFY YOUR CLIENTS IN ADVANCE	
4/4	T&M Ch 10 (from section on Termination)	
4/11		
4/18		Final Paper Due
4/25		Paperwork Due: Practicum Hours form for clinic and secondary sites. Evaluation from secondary site supervisor.

DATE	PRESENTATION
1/17	
1/24	
1/31	
2/7	
2/14	
2/21	
2/28	
3/7	
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