

**MHC 580 - Practicum I in Counseling  
Fall 2015, Thursdays 8:30am-2:30pm**

**Instructor Information:**

Faculty Instructor: Amy Rees, Ph.D.  
Associate Professor of Counseling Psychology  
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**Location:**

Lewis and Clark Community Counseling Clinic  
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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.*

*"Compassionate action involves working with ourselves as much as working with others."  
- Pema Chodron*

**Course Description:**

This class is designed to provide instruction and supervision to first 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.

**Catalog description:**

Working with clients in the practicum clinic, agency or school setting (8 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 hours each required.

**\*Note: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.**

### **Required Reading:**

- Interpersonal Process in Therapy: An Integrative Model. By Edward Teyber
  
- STUDENTS MUST FIND AND READ ALL ARTICLES ASSIGNED ON THE COURSE MOODLE SITE!!

### **Strongly Recommended Reading** (as a bridge into Practicum II):

- Clinical Pearls of Wisdom: 21 Leading Therapists Offer Their Key Insights.  
By [Michael Kerman](#) (Editor)

### **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.

### **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.

### **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.

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.

### **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 instructor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts your clients and the work of your classmates.

#### 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.

### **Assignments:**

All assignments will be due at the start of class on the dates determined or outlined in the syllabus and are expected to be completed thoroughly and in a timely fashion. Most of the work in the Practicum Clinic is experiential and part of the therapy and administrative processes of the clinic, supervision segments and counseling relationship. There will be one formal case presentation and written assignment for this term.

- Case Conceptualization and Presentation- Students will submit in writing and present to the class a case conceptualization of one of their clinic clients. The format and schedule of this typically falls within the last few weeks of class. The format and dates will be solidified as a group and posted.

### **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 communicate 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 day's 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.
- Observe peer counseling sessions and complete a written observation form to be given to the instructor/peer counselor.
- Complete all paperwork and progress/case notes in a timely fashion (same day of session with client) and 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/](http://graduate.lclark.edu/departments/counseling_psychology/mental_health/masters_degrees/evaluations_forms_handbooks/)
- You are required to complete a Fall Semester Practicum Hours Summary and 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 (Nicole) 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.
- 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.

### **Grading:**

This class is graded using Credit/No Credit. 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 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.

Additional notes about grades:

- The instructor will make final decisions about grading.
- Failure to complete class requirements may include a deferred grade as well as the possible 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.
- 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. 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.

### **Laptops and Cell Phones:**

Due to 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 cell 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 semeste