Department of Counseling Psychology Lewis & Clark College
Community Counseling Practicum CPSY 505-21 Summer 2011

Time: Tuesdays, 5:30pm – 8:45pm, 5/10/11 to 8/9/11
Location: Rogers 220
Instructor: Karen Hixson, M.Ed., LPC
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Email: khixson@lclark.edu; alternate email: karenhixson@mac.com
Office hours: By appointment

Instructor Biography: I am a Licensed Professional Counselor and have experience as a Certified Alcohol and Drug Counselor. I received my Master’s Degree in Agency Counseling at the University of Puget Sound in Tacoma, WA. Upon moving to Portland, I provided group counseling in a corrections facility and local non-profit as a drug and alcohol counselor and mental health counselor serving outpatient and inpatient populations. Currently, I work in private practice with a focus on providing relational counseling that infuses awareness of political struggles into my work with individuals and couples. I am also currently engaged in many projects connected to group work and facilitation.

“Your practicum/internship can be viewed as a time to build a framework of new professional relational skills on a foundation of the material you have learned in your counseling program courses, your own life experiences, and your personal values and philosophies. This framework is composed of new perspectives, understandings, abilities, and skills, added gradually and with care. Your goal is to construct a strong framework over a solid foundation, working diligently but patiently, and often standing back to take a look at the work you have accomplished so far.”(Faiver, Eisengart et 2004)

“Recovery can take place only within the context of relationships; it cannot occur in isolation.”
- Judith Herman

Catalogue Description

CPSY 505 Practicum in Mental Health Internships
Working with clients in an agency or school setting (eight to 10 hours per week, 150 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. Corequisite: CPSY 506, 522.
Prerequisite: CPSY 503, 504, 509, 510, 512 or 513, 514 or 515, 522, 523, 524, 550.
Credit: 3 semester hours, CR/NC.

Required Text Books

35 Techniques Every Counselor Should Know; Erford, B. et al
Trauma Stewardship; van Dernoot Lipsky & Burk
Clinical Pearls of Wisdom; Kerman
Required Purchase: A sketch book, binder with sleeves or photo album to utilize as your self-care container throughout the course. Choose a medium that will work for your individual learning and creative needs.

Course Description
This class is designed to provide weekly group supervision to practicum students while working with clients at their designated Lewis and Clark clinical sites. Students will receive supervision from this class in conjunction with weekly individual/triadic supervision from a designated qualified professional at their clinical site. The focus of the class will include developing a therapeutic relationship and the qualities of 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. The awareness and use of sound ethical decision making. The practice and use of counseling skills along with client conceptualization integrated with theoretical knowledge to enhance working effectively with clients. A beginning knowledge of client assessment, the development of treatment planning which includes articulating the goals and objectives as well as 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, vicarious trauma while growing professionally as a counselor.

5a) Oregon State Licensure for Professional Counselors

Successful completion of this course is necessary for fulfillment of degree requirements for any specialty areas in the Counseling Psychology Department. This course is necessary for gaining access to licensure as a professional counselor.

GRADING
This class is graded on a scale of **A, B, with anything below a B is a failure to complete the class.** 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. Of consideration is case presentations, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision. Evaluation methods will include written work, observation, tape or audio review, transcriptions, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. Students will be able to review the evaluation forms utilized by the site supervisor to have an understanding of that part of the evaluation criteria. There will be a minimum of one site visit as well as bi-monthly e-mail and telephone contact with your supervisor. Judgments about what constitutes satisfactory performance will be made by campus instructor in collaboration with the on-site supervisor.

- The campus 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 with campus supervisor to determine the next steps for addressing the concerns.

Sometimes a student needs more than one semester to develop and demonstrate the requirements of a master’s level counselor. 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.

**Course Requirements:** **Required hours:** This fourteen week practicum experience is based on the minimum requirements of one and one half hours a week of group supervision (held on campus as a three hour class) and one hour a week of individual or triadic supervision. Students must have a minimum of **forty hours of direct client contact** and the overall practicum experience (including campus group supervision) must be at least **one hundred hours over the fourteen weeks.** Students may obtain more direct client hours than the minimum, but are limited to no more than sixteen hours at their clinical site a week. This includes on site supervision, on site group supervision and required paperwork.

**Ethical Guidelines**

Students are expected to follow the ethical guidelines put forth by the American Counselor 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. It is expected that students have read and will follow the guidelines put forth in the internship manual for the Lewis and Clark Graduate School Counseling Psychology Program. Students are expected to share their process and case information as accurately and completely as possible in order to facilitate a meaningful and successful supervision opportunity. 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 student interns from Lewis and Clark College under supervision. Clients should know that information about the counseling experience will be brought to a group supervision class for the purpose of training practicum students. **Their names will not be used in order to keep their identity confidential.** Informed consent forms will be used with all clients that delineate what information about them will be used (and how it will be protected), for what purpose and in what setting. 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 forms a supervision site requires for release of confidential information. Student interns will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential. **Tapes will be erased or destroyed after a practicum student’s final grade has been posted.**
Mandated Reporting

Students will make mandated reports in accordance with Oregon and Washington Statutes. Any questions about what constitutes a report or how to make a report should be immediately discussed with site supervisor (or phone the class instructor if a licensed professional is not available at the site.) Students will utilize policies and forms related to making those mandate reports as provided at their sites.

Attendance

- It is essential that students attend each class session to receive credit for the required campus supervision hours.
- Any missed classes will require make-up work including any of the following: written work including research, additional transcript of counseling session and professional reading with written review.
- Any “planned absences” must be discussed with and approved by the course professor and site supervisor at least two weeks in advance of the absence.
- Unplanned absences: In case of illness and true emergencies please notify site supervisor and campus supervisor 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 campus and site supervisor 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 the work of your classmates.

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 semester.

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

Assignments

Late assignments lose 5 points for everyday late

- Forms: Students are required to print, utilize and bring necessary copies of forms required for practicum documentation. These may be found on the Lewis & Clark Community Counseling web page under: Community Counseling to Master’s Degrees to Evaluations, Forms & Handbooks
To be Scheduled: At least one on site meeting with Instructor and Supervisor as well as a bimonthly contact or check in between campus supervisor, site supervisor and student.

1. **Weekly Documentation of hours**, 5 points each X 12 weeks (60 points)
   confirmation of onsite supervision and other dynamics of onsite experience to be brought to class already completed.

2. **Participation & Weekly class discussion of assigned readings:**
   2 pts X 14 weeks (28 pts)

3. **Self Care Container Project:** with entries brought to class on designated dates for presentation and in class projects. Must include some integration of the Trauma Stewardship book reading. (20 points)

4. **Presentation of Counseling Technique**. from required textbook *(35 Techniques Every Counselor Should Know; Erford, B. et al)* (10 points)
   (*may present an addition technique for 5 points extra credit)

5. **One Verbal Presentation**:(30 points)
   Verbal outline format as follows:
   1. Worldview including lifespan context, social context, racial, cultural, socio economic, gender, sexual orientation as well as elements of complex trauma and possible forensic components.
   2. Mental health history, medical history (diagnosis if known), current medications, presenting concerns.
   3. Interventions, theory, case conceptualizations, skills used, challenges, questions.
   4. Ethical decision making, including conflicts.
   5. Reflection on countertransference
   6. One research article abstract that applies to one dimension of your clients work, articulate how this article has informed your conceptualizations about the client’s issues and interventions utilized.

6. **Transcription of Session**: (40 points) Transcribe the middle 8-10 minutes of the session (should be at least 4-5 pages). If a client is not available at your site, tape an acquaintance who is not a minor. Label your clients comments, then label your responses as well as skill/intervention/theory/technique you are using. Underneath your responses identify your conceptualization or intention and make a brief comment on the interaction. Give examples of how you might have phrased your words to increase intention and effectiveness. An informed consent must be used with any client, either your site’s form or the one from Lewis and Clark College.

7. **Video Presentation on working with client on site (required.)** (50 pts)
   May include intakes and assessments. On this tape you must utilize the following skills: open questions, paraphrasing, reflecting emotions, reflecting meaning, making a connection and challenging skills. An informed consent must be utilized from site or
downloaded from Lewis & Clark form web page. You will hand in the whole session to me and we will watch approximately 15 min of the tape in class.

In a brief Outline or informal notes for presentation identify:

  1. Brief client context, including worldview context
  2. Identify skills and interventions used
  3. Describe intention, conceptualization
  4. Reflection on countertransference

8. **Professional Development Paper** 3-6 pages  (40 points)
   Articulate professional Orientation, philosophy & identity, theoretical orientation as well as reflect on your learning and growth process in your graduate counseling program including the development the development of your professional counselor identity. Reflect on challenges and future focus for professional career.

278 TOTAL POINTS

Grading : A 250-278   B: 224-277   Below 277: Failure of Class

**End semester Documentation:** Due in class August 10, 2011!!!
Bring all paperwork to final class with site supervisor signatures already completed otherwise Lewis and Clark faculty cannot sign off. This may cause a delay in entering Internship class.

3 copies of each:

1. Final Hours Summary Form
2. Copy of site evaluation filled out by supervisor

Students are responsible for submitting all required forms to Practicum/Internship Administrator.

**Community Counseling Program Objectives**

The Community Counseling program strives to prepare:

- Highly skilled & compassionate mental health professionals
- Excellent counselors/therapists
- Counselors who are effective in providing both individual and group counseling
- Counselors who are effective in diverse settings
- Counselors who emphasize the client-counselor relationship
- Counselors have a thorough understanding of mental health issues
- Counselors who utilize a developmental perspective with clients
- Professionals who are committed to equity and social justice when assisting children, adolescents and adults
• Reflective practitioners  
• Ethical practitioners  
• Agents of change, advocates for equity and social justice  
• Creative leaders  
• Lifelong learners  
• Contributors to the advancement of the counseling profession

**Course Objectives and Learning Outcomes for Practicum/Internship**

The practicum students, in either the group class or their onsite individual supervision, will fulfill understanding and practice of these areas of the helping relationship as defined by CACREP standards.

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.

**Community Counseling Course 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:

**Instructor Bibliography**

**CPSY 505**

Karen Hixson, M.Ed., LPC

**General Counseling**

*Constructing the Self, Constructing America: A Cultural History of Psychotherapy* by Philip Cushman

*Critical Psychology* by Fox & Prillilensky
Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy by Steven C. Hayes
Harm Reduction Guide to Coming off Psychiatric Drugs by Icarus Project and Freedom Center
Skills Training Manual for Treating Borderline Personality Disorder by Marsha M. Linehan
The Basics, 2nd Edition, A Curriculum for Co-Occurring Psychiatric and Substance Disorders by Rhonda McKillip
The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients by Irv Yalom
The Heart and Soul of Change by Hubble, Duncan & Miller
The Heroic Client by Duncan, Miller & Sparks
The Mindful Therapist by Daniel Siegel, Ph.D
The Use of Self in Therapy by Michele Baldwin
Transformative Family Therapy by Almeida, Dolan-Del Vecchio & Parker
Trauma and Recovery by Judith Herman
Trauma Stewardship by Van Dernoot Lipsky & Burk
We’ve Had a Hundred Years of Psychotherapy—And the World’s Getting Worse by James Hillman & Michael Ventura
What Therapists Say and Why They Say It by Bill McHenry & Jim McHenry

Couples Counseling & Sex Therapy

The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert by Gottman and Silver
The Relationship Cure: A 5 Step Guide to Strengthening Your Marriage, Family, and Friendships by John Gottman
And Baby Makes Three: The Six-Step Plan for Preserving Marital Intimacy and Rekindling Romance After Baby Arrives John Gottman Ph.D. & Julie Schwartz Gottman
Systemic Sex Therapy by Hertlein, K., Weeks, G., Gambescia, N.
Quickies: The Handbook of Brief Sex Therapy by Shelley K. Green and Douglas G. Flemons
Resurrecting Sex: Solving Sexual Problems and Revolutionizing Your Relationship by David Schnarch and James Maddock
Intimacy & Desire by Schnarch
Passionate Marriage by Schnarch

GLBTQ

Queer Theory, Gender Theory: An Instant Primer by Riki Anne Wilchins
GenderQueer: Voices From Beyond the Sexual Binary
Transgender Emergence: Therapeutic Guidelines for Working With Gender-Variant People and Their Families
Undoing Gender by Judith Butler,

Trauma

Healing Sex: A Mind-Body Approach to Healing Sexual Trauma by Staci Haines
Healing and Recovery by Judith Herman
The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment by Babette Rothschild
Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment by Dr. John Briere and Catherine Scott
Relational Cultural Theory

Relational Practice In Action By Jordan, J. & Dooley, C.
The Complexity of Connection Edited by Jordan, J.V., Walker, M., & Hartling, L.M.
The Healing Connection: How Women Form Relationships in Therapy and In Life by Jean Baker Miller & Stiver

Group Counseling and Psychotherapy

Basic Counseling Responses in Groups by Hutch Haney & Jacqueline Leibsohn
Comprehensive Group Work: What It Means and How to Teach It By Conyne, R., K. Wilson, F. R., & Ward, D. E.
Counselors Treatment Manual: Matrix Intensive Outpatient Treatment for People with Stimulant Use Disorders by SAMHSA
Critical Incidents in Group Counseling By Tyson, L.E., Perusse, R., & Whitlegde, J.
Group Work Experts Share Their Favorite Multicultural Activities by Salazar, C.
Group Work: A Practical Guide to Developing Groups in Agency Settings by Alle-Corliss, L & Alle-Corliss, R.
Groups In Action: Evolution and Challenges Video and Workbook By Corey, G., Schneider-Corey, M. & Haynes, R.
Instant Icebreakers by N.L. Tubesing
Intentional Group Counseling: A Microskills Approach By Ivey, A., Pedersen, P.B., & Ivey, M. B
Seeking Safety: A Treatment Manual for PTSD and Substance Abuse by Lisa M. Najavits
Theory and Practice of Group Counseling 7th Ed. by G. Corey
This Changes Everything by Christina Robb
Understanding Group Psychotherapy, Videos by, Yalom, I.

Dialogue, Mediation, Conflict Resolution & Facilitation

Narrative Mediation: A New Approach to Conflict Resolution by John Winslade & Gerald Monk
The Circle Way by Christina Baldwin & Ann Linnea
Turning to One Another: Simple Conversations to Restore Hope to the Future by Margaret J. Wheatley