Department of Counseling Psychology Lewis & Clark College
Community Counseling Practicum CPSY 505 Summer 2011
May 11, 2011 to August 10, 2011
Tuesday 5:30-8:30 Rogers Hall 108

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"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)

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

Required Text Books

Techniques Every Counselor Should Know; Erford, B.
Trauma Stewardship; van Dernoot Lipsky, Laura
Clinical Pearls of Wisdom; Michael Kerman

Req Purchase:1 small photo album around 5x8" for self care journal (or other container)
Flip Camera- available to reserve

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 <u>more than one semester</u> 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 then 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.

Mandate Reporting

Students will make mandate 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 class professor 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 internship 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 <u>site supervisor</u> 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.**
- **<u>More than one</u> absence a semester could result in a failure to complete the class.**
- **Any <u>unexcused</u> 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 professor. 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 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.

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: resources/forms**

- **To be Scheduled: At least one on site meeting with Professor 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 (see attached.)

2. **One verbal presentation and transcript: Dates to be determined 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.

   Transcription: Transcribe the middle 8-10 minutes of the session (should be at least 4-5 pages.) Label your clients comments, then label your responses as well as identify the 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.

3. **Video Presentation on working with client on site (required.) 40 pts**

May include intakes and assessments. An informed consent must be utilized from site or downloaded from Lewis & Clark form web page. <u>Dates to be Determined</u>
In a brief Outline or informal notes for presentation identify:

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

4. **Self Care Journal (small photo album or other) with entries brought to class on designated dates for presentation. Must include some integration of the Trauma Stewardship book reading.**
   20 points

5. **Presentation of counseling tech. from required textbook. 10 points**
   (*may present an addition technique for 5 points extra credit)

6. **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.

Grading : A 200-180 B 179-160 Below 160 Failure of Class

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

<u>3 copies</u> Final Hours Summary "Form":

Documentation of Clinical hours (hour log)
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: