

CPSY 505: Practicum in Counseling

Fall, 2012

Thursdays 2pm-8pm, September 6 – December 13, 2012

Instructor: Sean Coyle, LMHC, LPC

Office hours: By appointment

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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:

- Development of the therapeutic relationship,
- Practical use of therapeutic interventions,
- Counselor empathy and compassion,
- Counter-transference,
- Contact/process dynamics,
- Concluding the therapeutic relationship.

The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other field conditions (such as societal and political influences) that effect 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 hours each required.

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

Assignments: Assignments will be given during the course of the class based upon the instructor's assessment of class professional development needs. These may include outside readings, in-class practice of skills, written assignments, observations of specific sessions or other assignments as determined by the instructor.

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. 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 this to the instructor.

Course Objectives and Learning Outcomes:

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

CACREP objectives/student learning outcomes:

- II.K.1.b. professional roles, functions, and relationships with other human service providers;
- II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- II.K.1.f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession
- II.K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.

Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

II.K.7.i. ethical and legal considerations.

A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure,

age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

C1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

C3. effective strategies for promoting client understanding of and access to community resources;

C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Grading: This class is graded using Credit/No Credit. Each student will be evaluated in the areas of counseling competence including: effective use of therapeutic skills, effective use of contact/process dynamics in therapy, 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 the 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 masters-level counselor.

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

Mandated Reporting: Students will make mandated reports in accordance with Oregon law. Any questions about what constitutes a report or how to make a report should be immediately discussed with

your instructor or the back-up supervisor. Students will utilize policies and forms related to making mandated reports as provided at the Lewis and Clark Community Counseling Center.

Attendance:

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care.
- Any missed classes will require make-up work including any of the following: written work, transcription of counseling sessions, professional reading with written review, or other assignments to be determined by the instructor.
- Any planned absences must be discussed with the instructor at least two weeks in advance, but with as much notice as possible. All planned absences must be approved by the instructor.
- In case of illness or emergency absence, notify the site supervisor, center supervisor and your client(s) as soon as possible.
- More than one absence in a semester may result in a failure to complete the class.
- Any unexcused absence or failure to notify supervisors of an absence will result in the loss of supervision credit and counseling hours for that week. A mandatory meeting with the campus supervisor will also be required to determine whether the absence will result in a failing grade for the class.

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 be used on breaks. Please come prepared to take handwritten notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.