

COUN 592: COUNSELING PRACTICUM

Cincinnati Christian University

Department of Behavioral Sciences

Spring 2019, Mondays 9-11:40 AM Section 1 • 3 Credit Hours

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COURSE PREREQUISITES

- COUN 510: Counseling Theories & Methods
- COUN 511: Diagnosis of Mental & Emotional Disorders
- COUN 512: Ethics & Professional Issues in Counseling
- COUN 582: Counseling Techniques

COURSE DESCRIPTION

Counseling skills will be developed both in the classroom setting and under supervision. This course meets State of Ohio and CACREP requirements of a minimum of 100 clock hours of supervised clinical experience, where at least 40 hours are direct service, with an average of 2½ hours per week of supervision (individual and group). This course will continue to develop counseling skills and integrate professional knowledge.

COURSE RATIONALE

CACREP – The material in this course is designed to meet the Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters training. The specific standard (Section III.F.1-5) states that students are required to have clinical instruction, including supervised practica, whereby students “complete supervised practicum experiences that total a minimum of 100 clock hours.”

Ohio – This course meets education requirements for Ohio Administrative Code (OAC) for practica: 4757-13-01(A)(4)(c)(i) and 4757-13-01(A)(5), as well as the Ohio Revised Code (ORC) for eligibility for the LPCC credential: 4757.22(C)(2).

Kentucky – This course meets education requirements for Kentucky Revised Statutes (KRS) for practica: 335.525(1)(e), as well as the Kentucky Administrative Regulations (KAR) for eligibility for the LPCC credential: 201 KAR 36:070.

Indiana – This course meets education requirements for Indiana Administrative Code (IAC) for mental health counseling: 839 IAC 1-5-1(a)(6), as well as Indiana Code (IC) for eligibility for the LMHC credential: IC 25-23.6-8.5-3(1)(L) & IC 25-23.6-8.5-3(2).

COURSE OBJECTIVES & INDICATORS

At completion of this course, students will:

1. Supervised clinical experience in clinical mental health counseling totaling a minimum of 100 clock hours, which consists of a minimum of 40 video recorded direct service hours with bona fide clients contributing to the continued development of counseling skills: *CACREP III.F.1, 4.*
 - *Indicator: Clinical Services Report*
2. Ability to effectively receive and provide individual and group feedback concerning counseling, especially as it relates to weekly individual supervision (1 hour/week), weekly group supervision (1½ hours/week), and the formative and summative evaluations: *CACREP III.F.2, 3, 5.*
 - *Indicators: Clinical and Classroom Evaluations*
3. Ability to initiate, maintain, and terminate counseling relationships with clients, using culturally- and developmentally-appropriate counseling skills and strategies through the stages of counseling: *CACREP II.G.5.c; CMHC D.2; MAC 2.b.*
 - *Indicators: Clinical and Classroom Evaluations*
4. Demonstrate adherence to professional code of ethics and standards of practice: *CMHC B.1.*
 - *Indicators: Clinical and Classroom Evaluations*
5. Applied knowledge of counseling theories through which clients are conceptualized, appropriate counseling interventions are created, and a personal model of counseling is developed, which are culturally-sensitive for diverse populations: *CACREP II.G.5.d; CMHC F.3; MAC 3.*
 - *Indicator: Case Presentation*

The following Clinical Mental Health Counseling (CMHC) standards are evaluated through the formative and summative evaluations: *CMHC A.3; CMHC B.1; CMHC D.1-9; CMHC F.1-3; CMHC H.1-4; CMHC J.1-2; CMHC L.1-3.*

METHOD OF INSTRUCTION

Roughly 60 minutes of the class will be dedicated to discussing the readings and assignments using a seminar format, which involves students collaborating and applying course material. A minimum of 90 minutes of the class will be dedicated to group supervision. Active participation is required to help develop a richer understanding of clinical skills in therapy. Learning will be facilitated via discussion of readings, application to cases, role-plays, case presentations, and written assignments. *It is essential that students prepare for class by reading assigned material prior to class.*

REQUIRED MATERIALS

Canvas and Email:

All students enrolled in this course are required to check Canvas and their email weekly for the duration of the course. Course announcements, changes to the syllabus, and memos from the instructor will be distributed via Canvas and/or email. Students are responsible for all information distributed on Canvas.

Required Texts:

Erford, B. (2014). *40 techniques every counselor should know* (2nd ed.). Hoboken, NJ: Pearson
Schwitzer, A. M., & Rubin, L. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Los Angeles, CA: Sage. **[Noted as SR on course schedule.]**

Recommended Texts:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Publishing.
- Halbur, D. A., & Vess-Halbur, K. (2010). *Developing your theoretical orientation in counseling and psychotherapy* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Jongsma, A. E., Jr., & Peterson, L. M. (2006). *The complete adult psychotherapy treatment planner* (4th ed.) Hoboken, NJ: Wiley. – **or another text in this treatment planning series**
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive guide to treating mental disorders*. (5th ed.). Hoboken, NJ: Wiley.
- Zuckerman, E. L. (2010). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports* (7th ed.). New York, NY: Guilford.

GRADING/EVALUATION**

Pass/Fail Requirements	Classroom Assignments	Points
Ethics/Policy Agreement (TS)	Paper: Your Personal Model of Counseling	40
Confidentiality Agreement (TS)	Conceptualization & Treatment Plan	60
Background Check (Clinical Director)	Session Reviews (3 x 25 points each)	75
Permission to Verify Enrollment (TS)	Skill Demonstration	25
Self-Assessment of Counseling Skills (Instructor)		
Supervision Contract (Clinical Director)	Clinical Assignments***	
Site & Supervisor Evaluations (TS)	Formative Practicum Evaluation	100
Learning Contract (Instructor)	Summative Practicum Evaluation	100
Weekly Individual Supervision	Case Presentation	100
Weekly Group Supervision		
40 Direct Client Hours		
Client File Audit (Clinical Director)		
Practicum Logs (Clinical Director)		TOTAL
Clinical Services Report (TS)		500

	Points	Percentage
A	475-500	95-100%
A-	460-474	92-94.99%
B+	445-459	89-91.99%
B	430-444	86-88.99%
B-	415-429	83-85.99%
C+	400-414	80-82.99%
C	385-399	77-79.99%
C-	370-384	74-76.99%
D+	355-369	71-73.99%
D	340-354	68-70.99%
D-	325-339	65-67.99%
F	≤ 324	< 64.99%

** MAC students: In accordance with rule 4757-3-01(J)(1), from the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board, you must receive a B- (minimum of 415 points or 83%) or higher in this course for it to count toward your MAC degree or toward licensure. In addition, you will not be permitted to move on to Internship without a grade higher than a B- *and* instructor approval.

*** In order to successfully pass the course, students must demonstrate clinical skills that meet 83% of the expected level of performance. Therefore, students must receive a minimum of 83% (207.5) of the points on the Clinical Assignments. Failure to meet this 83% criterion will result in a grade of "C+" or lower for the course, which will necessitate retaking the course. No grade of "A" or "B," regardless of performance on other classroom assignments, will be assigned to any individual who fails to perform at the 83% level clinically. In addition, supervisor and practicum instructor recommendations are required to enroll in another *Practicum* or *Internship I*.

INDICATOR ASSIGNMENTS*

Some assignments in this course have been identified as Indicator Assignments, which are used to assess student knowledge and application of course materials. Each Indicator Assignment will be assessed according to CACREP, Clinical Mental Health Counseling (CMHC), and MAC Program standards. Students should upload each Indicator Assignment on Taskstream (LAT: www.taskstream.com) for evaluation. All Indicator Assignments are denoted in the course syllabus.

Pass/Fail Assignments: All of the Pass/Fail Assignments must be completed to pass the course. Due dates are provided for each assignment and professional behavior requires complying with deadlines. Students should communicate due dates early to supervisors so that contracts, logs, and evaluations can be submitted on time. Providing for client welfare is a primary concern of the CCU Counseling Center. As such, policies have been established to ensure that ethical and legal obligations are fulfilled. Adherence to these policies is required for students providing services to clients in the CCU Counseling Center. Failure to follow any of these policies may result in remediation or expulsion from Practicum courses, or expulsion from the Master of Arts in Counseling (MAC) program. See the *CCU MAC Program Handbook* for more details.

- **Ethics/Policy Agreement** – Students may not provide services to clients or use the CCU Counseling Center facilities until they sign and submit the Counseling Center Policy/Ethics Agreement, which can be found on Taskstream.
- **Confidentiality Agreement** – Students may not provide services to clients or use the CCU Counseling Center facilities until they sign and submit (annually) a Confidentiality Agreement.
- **Background Check** – Students may not provide services to clients or use the CCU Counseling Center facilities until they undergo a Background Check by giving permission via an online form sent by CCU Human Resources.
- **Permission to Verify Enrollment** – On Taskstream, students will give permission for us to verify their enrollment in Practicum with the Ohio CSWMFT Board.
- **Self-Assessment of Counseling Skills** – Students will complete a self-assessment of their counseling performance skills, which will aid them in developing and updating learning goals.
- **Supervisor Evaluation (by CT):** Students will complete an evaluation of the individual supervisor and submit it to the course instructor. Aggregated feedback will be provided to each clinical supervisor regarding student evaluations.
- **Site Evaluation (by CT):** Students will complete an evaluation of the practicum site (CCU Counseling Center) and submit it to the course instructor. Student feedback will be used to evaluate the CCU Counseling Center and improve both facilities and services provided.
- **Weekly Individual, Supervision Contract, & Learning Contract:** Students are expected to meet weekly for supervision with an assigned clinical supervisor and for group supervision with the practicum instructor. If supervision is canceled, please check in with the Clinical Director to discuss supervision needs. Students will be evaluated according to items listed on the evaluation rubric. Adherence to supervision policies is required for students providing services to clients in the CCU Counseling Center. Failure to follow any of these policies may result in remediation or expulsion from Practicum courses, or expulsion from the Master of Arts in Counseling (MAC) program. See the *CCU MAC Program Handbook* for more details. Students must meet the following obligations to be eligible to provide services to clients:
 1. Complete a Supervision Contract with your supervisor at the initial supervision session and submit a copy of the Contract to the Clinical Director.
 2. Develop a Learning Contract with your supervisor in the first or second supervision session. A copy should be signed and submitted to the practicum instructor as designated on the course schedule. Progress on the Learning Contract should be

discussed and documented during the formative and summative clinical evaluations with the supervisor.

3. Attend weekly individual supervision sessions, which must average 1 hour per week.
4. Attend weekly group supervision sessions, which must average 1.5 hour per week.
5. Strictly follow the clinical supervisor's directions in providing services to clients.
6. Present case studies, case conceptualizations, treatment plans, diagnostic materials, and any other items related to client services, as required by the supervisor and instructor.
7. Research issues related to therapy, counseling practice, and any other item(s) related to the provision of client services, as required by the supervisor and instructor.
8. Participate in a formative evaluation and a summative evaluation. See the *CCU MAC Program Handbook* for more details.

Course Objectives: 2, 3, 4

- **40+ Client Hours, Sessions Documented & Recorded:** Students should maintain an average client caseload of at least three clients, as well as obtain approximately three face-to-face client hours per week. *Students must obtain a total of 100 hours within the semester to successfully pass the course; of those hours, there must be at least 40 face-to-face client hours (i.e., direct hours).* Students are encouraged to obtain eight direct hours from providing group counseling. If you are seeking Indiana licensure, at least 20% of your direct hours should be from providing group counseling. If students do not obtain a minimum of 40 face-to-face hours (100+ total hours) within the semester, students must take another practicum course to complete the hours before moving on to Internship. Students obtaining minimum contact hour requirements (minimum of 40 direct hours with a total of 100 hours) before the end of the semester must continue to attend individual supervision and group supervision, as well as continue to provide services to clients. Students should maintain up-to-date documentation within client files. All client sessions must be conducted in the CCU Counseling Center and must be digitally recorded for review by the supervisor, practicum instructor, and Clinical Director; clients refusing such requirements will be provided referrals.

Course Objective: 1

- **Client File Audit:** Students will maintain appropriate client file documentation throughout the semester. At least one client file will be randomly selected and audited by the course instructor (or a representative). Students are expected to complete any necessary corrections within two (2) weeks of being notified of a client file audit. Please review the *Client File Audit Evaluation Rubric* on Canvas for specific information regarding this assignment.

Course Objective: 4

- **Practicum Logs & Clinical Services Report** – After obtaining the supervisor's signature, weekly practicum logs must be submitted to the practicum instructor on a timely basis (i.e., within 1-2 weeks of accruing the hours). The practicum instructor will provide the logs to the Clinical Director for review. Students should keep a copy of their practicum logs. At the end of the semester, students will **upload to Taskstream** the Excel file of their logs as a Clinical Services Report.

Course Objective: 1

Session Reviews: Students will review three counseling session videos of class members to (a) see counseling skills demonstrated, (b) provide the counselor trainee with feedback, and (c) engage in self-reflection about the counseling process. Please see the *Session Review Feedback Form & Rubric* for more details. Each Session Review is worth 25 points for a total of 75 points in the course.

Paper: Your Personal Model of Counseling: Students will write a 3-4 page paper about the counseling theory that most closely aligns with their personal model of counseling. Students will describe (1) how the theory explains the etiology of mental and emotional problems, (2) the theory's basic treatment for mental and emotional problems, and (3) describe one typical technique from this theory. See the detailed rubric for this assignment. This paper is worth 40 points, or 8% of the final grade.

Conceptualization & Treatment Plan: Using the Inverted Pyramid Model and treatment planning method discussed in class, students will create Conceptualizations and Treatment Plans for two clients. Students will bring drafts of these documents to class to receive feedback from peers and the instructor. The Conceptualization and Treatment Plan for one client will be turned in by the designated due date, and the other Conceptualization and Treatment Plan will be turned in as part of the Case Presentation assignment (see below). Students should consult the detailed rubric for this assignment. The Conceptualization and Treatment Plan are each worth 30 points (i.e., each are worth 6% of the final grade).

Demonstration: Students will choose a counseling technique from Erford's "40 Techniques Every Counselor Should Know" to demonstrate in a role-play. The student will design the role-play and serve as the counselor in the role-play. Another student will role-play the client. Students should (a) choose a technique they could implement with a current client and (b) role-play how the technique would be used with that particular client. Please see the *Demonstration Rubric* for more details. The demonstration is worth 25 points.

***Case Presentation:** Each student will conduct a case presentation on a current client. Typed case reports should include: (a) DSM-5 diagnosis, (b) a case conceptualization using the inverted pyramid method, (c) a treatment plan, (d) reflection about integrating faith into the client's counseling, and (e) reflection about application of the student's personal model of counseling. In the 30 minutes allotted for the presentation, students will use 10 minutes to present the case, 10 minutes to show a relevant clip of their counseling work, and 10 minutes to discuss the case with peers. See the provided *Case Presentation Rubric* for more details about this assignment. **The written portion of this assignment should be submitted in class**, and each member of the class should be provided with a copy of the IPM and treatment plan to review during the case discussion. **Because the Case Presentation is an Indicator Assignment, the instructor will also evaluate it on Taskstream.** The case presentation is worth 100 points (total of 100 points, 20% of grade).

Course Objectives: 3, 4, 5

***Formative & Summative Evaluations:** Supervisors and the practicum instructor will evaluate clinical skills and professional behavior two times during the semester. Scores from these evaluations will be weighted as follows to determine the total number of points earned:

- Formative Practicum Evaluation
 - Clinical Formative Evaluation completed by supervisor (75%)
 - Classroom Formative Evaluation completed by instructor (25%)
- Summative Practicum Evaluation
 - Clinical Formative Evaluation completed by supervisor (75%)
 - Classroom Formative Evaluation completed by instructor (25%)

If clinical skills are deemed deficient by the supervisor or the instructor, the student may be placed on a Remediation Contract (see SRRP) to assist in skill development (see CCU *MAC Program Handbook* for more details). Students may also be asked to enter personal therapy if deemed beneficial for

professional and personal growth. **Formative and Summative Evaluations are Indicator Assignments and will be completed by the supervisor and instructor on Taskstream.**

Course Objectives: 1, 2, 3, 4, 5

IMPORTANT NOTES

Attendance and Participation: Because active discussion and group supervision are integral parts of the learning experiences in this course, class attendance is expected and participation in class activities is critical to your success in the course. If, for any reason, you are unable to attend class, you are still held responsible for all in-class material and any announcements made during class. If you are going to be absent from class, please notify the instructor and provide the reason for your absence. Per the University's policy (see the *CCU Student Handbook*), you have two days that are excused without penalty. However, you should only miss class if absolutely necessary since you will miss group supervision. If you **miss more than two days**, you may be dropped from the class or required to complete an additional, *substantial* assignment. A decision about your continuation in the class will be decided by the counseling faculty. Because class time should be a priority, absences for lateness will be assigned as follows: 10 minutes late = $\frac{1}{4}$ day absence, 20 minutes late = $\frac{1}{2}$ day absence, and over 30 minutes = 1 day absence.

Late Assignments: Unless otherwise noted, assignments are due in class at the beginning of class. Out of respect for the hard work that everyone puts into the course, **late assignments will NOT be accepted** unless there is a *serious* personal medical or family emergency (e.g., hospitalization, death in the family) that can be substantiated with documentation. In the rare event that a late assignment is accepted, there will be a deduction of one letter grade each day it is late. I understand that unexpected life events occur, but I hold this policy to encourage the development of positive professional behavior. Therefore, please do not wait until the last minute to do your assignments because *regular life stressors or technology problems will not be accepted as reasons to turn work in late*. I invite you to talk with me about any challenges you face in completing your assignments.

Christian Component: As we strive to provide a biblically-based approach to counseling, we expect you to evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

Student Conduct: Except under unusual circumstances, you should not arrive late or leave early. Cell phones should be turned off. You should not IM, text-message, or surf the web during class. *In fact, because only minimal note-taking is necessary during this class, please do not bring laptops to class.* During discussions, everyone is expected to be respectful of themselves and others. Keep in mind that it may not be appropriate to disclose your own psychological struggles to the class. If you become distressed about any material/discussions, please talk with me and/or make an appointment to see a counselor.

Accommodations: Students who require academic accommodations due to a documented physical, psychological or learning disability must request assistance from the Student Services Center. Students are encouraged to complete this request within the first two weeks of each semester. The Student Services Center is located in Presidents Hall level 2 across from the elevator. Contact: [513-244-8150](tel:513-244-8150).

Academic Dishonesty: Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations

(see CCU student handbook), which will include failure of class and additional action by the Committee on Academic Integrity.

Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, exams, projects, etc. may be revised as the term progresses. All modifications to the syllabus will be announced in class and/or via Canvas.

COURSE SCHEDULE

Week	Date	Topics	Reading	In Class	Assign
1	1/28	Syllabus Getting Started with Clients	<input type="checkbox"/> Student Handbook	Practice: Opening the session, reviewing the informed consent, introducing the DAF, and closing the session	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	2/4	Record Keeping Learning Goals Developing a Personal Model of Counseling, Part 1	<input type="checkbox"/> Example documentation on Canvas <input type="checkbox"/> Clinical/Class evaluations <input type="checkbox"/> Reading of your choice about a theory	Discussion: Developing learning goals (w/ review of skills assessment) Discussion: Developing your personal model of counseling Group supervision	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	2/11	Developing a Personal Model of Counseling, Part 2	<input type="checkbox"/> Reading of your choice about a theory	Share feedback on paper drafts Group supervision	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	2/18	Case Conceptualization	<input type="checkbox"/> Schwitzer & Rubin, Ch. 3; Case 5.2 (Cullen), pp. 153-161; Case 5.4 (Belle), pp. 180-187; and Case 5.9 (Rigby), pp. 267-273	Discuss readings Group supervision	<input type="checkbox"/> <input type="checkbox"/>
5	2/25	Case Conceptualization	--	Share feedback about conceptualization drafts Group supervision	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	3/4	Treatment Planning	<input type="checkbox"/> Schwitzer & Rubin, Ch. 4; Case 5.2 (Cullen), pp. 161-166; Case 5.4 (Belle), pp. 187-191; and Case 5.9 (Rigby), pp. 262-267	Discuss readings Group supervision	<input type="checkbox"/> <input type="checkbox"/>
3/11 SPRING BREAK					

Week	Date	Topics/Discussions	Reading	In Class	Assign
7	3/18	Treatment Planning	<input type="checkbox"/> Reading of your choice about treatments	Share feedback about treatment plan drafts Group supervision	<input type="checkbox"/> <input type="checkbox"/>
8	3/25	Techniques	<input type="checkbox"/> Erford	Skill Demonstrations Group supervision	<input type="checkbox"/> <input type="checkbox"/>

9	4/1	Techniques	<input type="checkbox"/> Erford	Skill Demonstrations Group supervision	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	4/8	Integrating Faith	<input type="checkbox"/> TBD	Discuss readings Group supervision	<input type="checkbox"/> <input type="checkbox"/>
11	4/15	Interpersonal Process	<input type="checkbox"/> TBD	Discuss readings Group supervision	<input type="checkbox"/>
12	4/22	Termination	<input type="checkbox"/> TBD	Discuss readings Group supervision	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13	4/29	Case presentations	--	Case Presentations Group supervision	<input type="checkbox"/>

Week	Date	Topics/Discussions	Reading		Assign
14	5/6	Case presentations Your Personal Model of Counseling	--	Discussion: Self-Assessment Discussion: Your personal model of counseling Group supervision	<input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/> S <input type="checkbox"/> S <input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/> C
15	5/13	Finals Week – No Class Meeting			<input type="checkbox"/> C <input type="checkbox"/> C