

PRACTICUM IN PROFESSIONAL MENTAL HEALTH COUNSELING

*Department of Counseling Psychology
Lewis & Clark College*

CPSY 505

Fall, 2012

“ For therapy to be therapeutic, it is more important for the clinician to understand people than to master specific treatment techniques”

Nancy McWilliams

Delishia M. Pittman, Ph.D.

Assistant Professor of Counseling Psychology
Professional Mental Health Counseling Faculty

Office: Rogers 335

Office: 503-768-6071

Email: dmpittman@lclark.edu

Office Hours: By Appointment Only

COURSE INFORMATION

Time: Wednesday, 8:30am – 2:30pm

Location: LC Community Counseling Center Rm 124

Credits: 3 credit hours

Pre-requisites: CPSY 503, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 534, CPSY 550.

COURSE DESCRIPTION

Working with clients in the practicum clinic, 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.

COURSE OBJECTIVES

This course is designed as a beginning practicum experience in counseling psychology where you will be provided the opportunity (1) to work therapeutically with a variety of clients from diverse backgrounds; (2) to learn new skills in therapeutic intervention and conceptualization, and to apply these in a multicultural context; (3) to identify and address potential ethical issues; and (4) to facilitate an ongoing self-awareness of personal characteristics that impact your development as a psychotherapist. To this end, several objectives define the practicum in this particular setting. The primary objective is to provide a coherent training experience for students in the broad array of direct service interventions that characterizes counseling (including, but not limited to, psychotherapy,

couples' counseling, and career counseling). An important secondary purpose is to provide quality services to clients in the community. While the overall objectives of this course form a composite, more specifically, the practicum will focus on providing students with the following training experiences:

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)

REQUIRED TEXT

Teyber, E. & McClure, F.H. (2011). *Interpersonal Processes in Psychotherapy: A relational Approach (6th Ed.)*. Pacific Grove, CA: Brooks/Cole.

Additional readings as outlined in the syllabus

COURSE POLICIES

Email Policy

I maintain a 48-hour response policy for all email communications not including weekends. If you do not receive an email response within 48 hours of your email being sent, assume that I did not received your email unless I respond noting otherwise. **In very rare circumstances (i.e., emergencies) will an email receive a response between 5pm Friday and 8am Monday.** Note: Questions regarding assignments are not typically considered emergencies.

Attendance and Participation

Attendance: You are expected to attend every class. Because this course only meets once a week, missing one class can be detrimental to your overall success in the course as a whole. **Each absence beyond the third absence will result in your overall grade in the course being reduced by a letter grade.** It is also important that you be on time for class.

Absences and Tardiness: Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, sudden illness, etc.) will be handled on a case-by-case basis. In the event of an absence you are required to attend to the care of your clients, meaning that you are responsible for ensuring that they are contacted and made aware of your absence.

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 completing assigned readings and understanding the material. When you do not participate, other students are forced to pick up your slack. **You can't participate if you are not present.** 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 or using a lot of words to say little.

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, sleeping, reading the newspaper, making irrelevant contributions that inhibit the progress of the discussion.

Late assignments

All assignments will be due at the start of class on the dates outlined in the syllabus. Late assignments will be penalized 10% of the points available for each 24-hour interval that they are late. Assignments > 1 week late will not be accepted unless you have medical or other valid documented reasons for the delay. In short, all assignments are outlined in the syllabus, are not subject to change, thus providing you with all the information and ample time to plan your schedules accordingly to ensure that all assignments are completed thoroughly and in a timely fashion.

COURSE REQUIREMENTS

1. Self-study. I would like you to write a narrative review of the major defining events of your life, including your family of origin history. What kinds of people are/were your mother, father, siblings, grandparents, and kinship groups? What did you learn about relationships and life from your experiences with these key people? What sorts of social/cultural/ethnic environments did you grow up in? How did these environments affect your development? Speculate on how your life experiences have shaped your personality and your interpersonal style of relating to others (including clients, supervisors, peers, faculty, other people in power). What emotions are you comfortable with? Which emotions are difficult for you? How are your emotional strengths and weaknesses connected to your history? How has your history affected your choice of counseling psychology as a career? How do you think your history affects your work with clients?

One section of your self-study should be explicitly devoted to an examination of your cultural and/or ethnic worldview. Everyone has a mix of cultural, ethnic, gender, class, and other orientations to life. What are the characteristics of your worldviews? What are the values you learned from your culture? How do you think your worldviews help or hinder you in various life situations? How do you think you might be misunderstood by others? What types of worldviews of others might you have difficulty accepting, understanding, or appreciating? How do you understand, make sense of, and navigate positions of power and privilege? Similarly, in what ways do you (as any component of your identity) experience oppression and what meaning is attached to them if any?

Please recognize that I do not expect you to reveal personal histories or issues that you would rather keep private. I think it is important that YOU consider how your past effects the type of person you have become, but having done that it is acceptable with me that you choose not to share some things. I will treat your self-study as a confidential document and will not share what you write with anyone else.

Your self-study should be no more than 15 pages in length and is **due at the beginning of class on September 26, 2012.**

2. Case Presentation. Students are required to make a comprehensive case presentation lasting 30 minutes as part of the group supervision sessions. For each presentation, a formal case write up (typed) will be prepared following one of the available formats. Written materials must be distributed to class **at least 24 hours prior** to the presentation. Several formats or outlines for the case write up will be handed out. Students are expected to choose at least one theoretical orientation with which to conceptualize the case. **The integrative theoretical conceptualization should be at least 1 page in length.** This report differs from

the writing tasks required by the clinic (e.g., intakes and closing summaries) in a number of ways; however, the most obvious difference is the focus on psychological theory as the driving force for the case conceptualization and intervention strategies. If assessment data are available, integrate the data into the case conceptualization. In the group supervision session, the student will present a brief review of the written material and present excerpts of the videotaped therapy session. One emphasis is on an integrated case conceptualization drawing on identified models of counseling.

Case presentations will be scheduled at the start of the semester. You will be responsible to present on the date assigned. There is no possibility of a make-up, as our schedule is going to be full. If for some reason you cannot make your presentation, it is your responsibility to arrange for a classmate to take your time slot. If you do not present a case, or are unable to trade time slots with someone else, you will receive an incomplete, which can be made up during the "winter break." In this respect, the case presentation will be comparable to a class exam. You must successfully complete all requirements to receive a passing grade.

Case presentations that do not meet the expectations of the seminar will not be accepted. Examples of an inadequate presentation include: an inaudible tape, an outdated tape of a client, no written case conceptualization, no tape excerpts, a clear lack of preparation concerning the client's issues or your needs, etc. **ABSOLUTELY NO CLIENTS CAN BE SCHEDULED DURING CASE PRESENTATIONS; EITHER YOUR OWN OR A PEERS.**

3. Transcript: Please make a transcript of an illustrative 15-minute section of one of your sessions. On your transcript, you should comment on the process occurring between you and your client, e.g., what were you trying to accomplish, where did you have emotional reactions, where do you think your client's responses are indicative of the presenting problems, the transference relationship, etc. This assignment is **due at the beginning of class on October 31, 2012.**
4. Year in review. At the end of the semester, you will prepare a type-written analysis of your experiences during the CPSY 505 practicum. This paper will be an opportunity for you to (a) review what you learned, (b) what your strengths are, and (c) identify your "growth edges" for future work; be comprehensive, specific, and behavioral. Describe your positions, perspectives, and expectations as counselors at the end of this practicum: assessing your learning over the semester. This paper is **due at the beginning of class on December 12, 2012.**
5. Progress notes: Client progress notes and files must be up to date at all times in accordance with ACA ethical and record keeping guidelines as well as those outlined in the practicum manual. Notes are to be turned in weekly for signing by the supervisor, and should be written no later than 48 hours following session. **All client notes must be typed; no handwritten note will be signed off on.** Client

notes should not be written on any computer outside of the Counseling Center. Doing so may result in immediate consequence including but not limited to immediate termination of your practicum and/or internship, and dismissal from the program. Additionally, part of the training experience is receiving constructive feedback, both about your clinical skills and your case notes. You will *likely* receive feedback on your case notes that will require some revising. This is normal and to be expected.

6. Attendance. Students are expected to approach the practicum at the Community Center in a professional manner. The practice of counseling psychology carries with it the burden of responsibility for client welfare. Thus, students should cancel or reschedule client appointments only in extreme situations (e.g., illness).

COURSE FORMAT

- We will spend the first 90mins of each meeting in seminar, which is to be used to discuss assigned readings, clinical and training needs and issues, and client concerns. Some group sessions will be devoted to discussions of issues that emerge over the semester (TBA).
- Triadic supervision will be provided during each scheduled meeting time. One to 2 student pairs will receive 50mins of triadic supervision each class meeting with the professor. Individual supervision will include review of observed sessions, audio/video tape review, case conceptualization, and discussion of pertinent issues.
- The remainder of your time will be spent in counseling sessions, reviewing tapes of your therapy sessions, observing counseling sessions, writing chart notes, phone intake coverage, and sundry professional tasks.

GRADES

The practicum is graded *credit/no credit*. Failure to complete the required number of direct service hours may result in a deferred grade. Meeting the above requirements is a minimum criterion for evaluation. Among the additional dimensions considered by the instructor are the following:

1. *Collegial Interactions*:
 - a. Willingness to provide feedback and suggestions to others.
 - b. Openness to feedback and suggestions from others.
 - c. Utilization of resources within PSC and within the group.
 - d. Involvement with PSC and the group.
 - e. Comporting yourself in a professional manner at all times.
2. *Interview Behavior*:
 - a. Attention to the process aspects of the counseling relationship.
 - b. Attention to content, affect, and non-verbal behavior.

- c. Development of a therapeutic relationship.
 - d. Development of a comprehensive case conceptualization and diagnosis replete with treatment goals.
 - e. Implementation of appropriate counseling techniques and strategies.
 - f. Comfort and ability to work with people with differing values and perspectives
 - g. Awareness of the impact of one's values on clients and the therapeutic process
3. *Case Management:*
- a. Attention to pre-session preparation.
 - b. Integration of theory, research, and practice in case conceptualizations.
 - c. Attention to chart notes, as required by PSC.
 - d. Attendance at the Friday PSC staff meetings, case conferences, and supervision sessions.
 - e. Attention to the development and implementation of referral and consultation skills, particularly in regard to working with other professionals in the Center and in the community.
4. *Clinical Supervision:*
- a. Reviewing audio/video tapes of therapy sessions.
 - b. Preparation of materials, thoughts, issues, and questions prior to supervision.
 - c. Openness to and utilization of supervision.
 - d. Willingness to discuss with the supervisor any problems encountered in the practicum, in group supervision, or with the supervisor.
 - e. Treating the supervisor with respect.
5. *Professional Attitude*
- a. Being appropriately proactive, taking the initiative and responsibility for your training and development as a professional counselor.
 - b. You are expected to keep your commitments to the site and to the practicum group. These include, but are not limited to, being prepared for interviews and supervision, keeping your scheduled appointments with clients, colleagues, and supervisors, and behaving professionally and responsibly in all related activities.
 - c. You are expected to maintain timely case notes for all clients whom you see and turn in your notes at the specified times.
 - d. All case materials must be safeguarded for confidentiality. These include chart notes, case presentations, test materials, tapes, etc. Case notes and charts cannot be removed from the site without permission of the site director or supervisor.
 - e. You are expected to conduct yourself in a responsible manner, in accordance with legal statutes, ethical principles, and professional standards, in all of your practicum activities [e.g., ACA (2005)].

Grounds for an Unsatisfactory Grade include but are not limited to:

- In the absence of unforeseen and unavoidable circumstances, failure to adhere to expectations a - c *may* be seen as sufficient grounds for insisting that you

withdraw from the practicum. A single instance of failure to adhere to expectations *will* be viewed as sufficient grounds for a “U”, insisting that you withdraw from the practicum, with referral to the appropriate Department and University judicial committee(s).

- Failure to complete required assignments (e.g., self-assessments, clinical logs, case presentations)
- Unexcused absences
- Failure to complete basic administrative responsibilities (e.g., case notes, taping of sessions, case conceptualization)
- Inappropriate, unprofessional, and/or unethical behavior that is unresponsive to feedback and/or jeopardizes client or colleague welfare
- Unwillingness or inability to take corrective actions in response to supervisory feedback
- Inappropriate imposition of personal values and/or consistent skill deficiencies that are unresponsive to supervisory feedback and compromise clinical work

A NOTE ABOUT SUPERVISION

The broad goals of supervision include (a) development of diagnostic and case conceptualization skills, (b) development of the ability to translate theory and research into practice, (c) enhancement and refinement of interviewing, assessment, and psychotherapy techniques (within session behavior), (d) understanding of relationship and process issues and their emotional components, and (e) personal and professional development. Of course, of primary concern is the welfare of your clients.

Because psychotherapy is an immensely personal and emotional experience for both client and therapist, you can expect to be challenged personally throughout your practicum experience. You are likely to find yourself questioning aspects of your own personality as well as re-interpreting your past experiences as a child and as an adult. You may also find the process of beginning to identify yourself as a therapist to be quite disturbing, and this process may have ramifications in your personal and family relationships. These issues are normal and expectable. As such, they are appropriate topics for discussion in supervision.

As one example, you may find that you have difficulty allowing a client to express strong emotions (e.g., anger, pain). (This is common!) The extent to which such a walling-off of feeling is characteristic of you or is due to experiencing a personal crisis in your own life may become part of our dialogue in supervision. While these discussions may have secondary therapeutic benefits for you, the goal is *not* psychotherapy. In other words, while we may explore your conflicts in supervision as it relates to your work with clients, the ultimate goal is not to modify your personality. The goal is, rather, to help you work through specific personal barriers that impede your work with clients, that impede your participation in individual or group supervision, or that impede your interactions and functioning as a therapist.

Such dialogue is, of course, confidential. Evaluation of your counseling skills and professionalism is not confidential. You will not be evaluated based on any feelings, weaknesses, or inadequacies you discuss in supervision (unless they negatively impact the client or are a threat to client or colleague welfare). I will, however, expect you to be willing to explore personal reactions to clients and to supervision and to be open to considering your personal contribution to the therapeutic context. You will be evaluated based on your behaviors and attitude.

Please note that despite the formality of this document the practicum will be relaxed with an emphasis on individualized learning. The intent is to provide an opportunity to share cases and experiences and to learn from one another.

Course Schedule

Week 1	
9/5/12	Introductions and orientation
Week 2	
9/12/12	Therapeutic Relationships
	The interpersonal process approach (Chapter 1). (2011). In E. Teyber & F.H. McClure (Eds.), <i>Interpersonal Process in Therapy: An Integrative Model</i> (6th Ed.)
	The Therapeutic Factors. In I. Yalom <i>The Theory & Practice of Group Psychotherapy</i> (4th ed). New York: Basic Books.
Week 3	
9/19/12	Therapeutic Relationships
	Establishing a working alliance (Chapter 2). (2011). In E. Teyber & F.H. McClure (Eds.), <i>Interpersonal Process in Therapy: An Integrative Model</i> (6th Ed.)
Week 4	
9/26/12	Understanding Shame
	Van Vilet, K.J. (2008). Shame and resilience in adulthood: A grounded theory study. <i>Journal of Counseling Psychology</i> , 55 (2), 23-245. doi: 10.1037/0022-0167.55.2.233.
	Understanding Shame and Shame Resilience and the Power of Empathy (2007). In B. Brown, <i>I though it was just me (but it isn't)</i> . New York: Gotham Books.
Week 5	
10/3/12	Working with client resistance

	Honoring the client's resistance (Chapter 3). (2011). In E. Teyber & F.H. McClure (Eds.), <i>Interpersonal Process in Therapy: An Integrative Model</i> (6th Ed.)
	Helping Clients with their feelings (Chapter 5). (2011). In E. Teyber & F.H. McClure (Eds.), <i>Interpersonal Process in Therapy: An Integrative Model</i> (6th Ed.)
	Change and resistance: Opposite sides of a coin.(2002). In W.R. Miller & S. Rollnick, <i>Motivational Interviewing: Preparing people for change</i> . New York: Guilford Press.
Week 6	
10/10/12	The Therapeutic Process and Case Conceptualization
	Inflexible interpersonal coping strategies (Chapter 7). (2011). In E. Teyber & F.H. McClure (Eds.), <i>Interpersonal Process in Therapy: An Integrative Model</i> (6th Ed.)
	Gelso, C. et al (1997). Transference, insight, and the course of time limited therapy. <i>Journal of Counseling Psychology</i> , 44 (2), 209-217.
	Loganbill, C. & Stoltenberg, C. (1983). The case conceptualization format: a training device for practicum. <i>Counselor Education and Supervision</i> , 22, 235-241.
Week 7	
10/17/12	Preparing for termination
	Working through and termination (Chapter 10). In E. Teyber & F.H. McClure (Eds.), <i>Interpersonal Process Approach: An Integrative Model</i> (6th Ed).
	Quintana, S.M. (1993). Toward an expanded and updated conceptualization of termination: Implications for short-term, individual psychotherapy. <i>Professional Psychology: Research and Practice</i> , 24, 426-432.
	Goodyear, R.K. (1981). Termination as a loss for the counselor. <i>Personnel and Guidance Journal</i> , 59, 347-350.
Week 8	
10/24/12	Diversity issues in counseling
	Neville, H.A. & Mobley, M. (2001). Social identities in contexts: An ecological model of multicultural counseling psychology processes. <i>The Counseling Psychologist</i> , 29, 471-486. doi:10.1177/0011000001294001
	AMCD Multicultural Counseling Competencies
	Kress, V.E., Eriksen, K.P., Rayle, A.D., & Ford, S.J. (2005). The DSM-IV-TR and culture: Considerations for counselors. <i>Journal of Counseling and Development</i> , 83, 97-104.

Week 9	
10/31/12	Case presentation 1 & 2
Week 10	
11/7/12	Case Presentation 3
Week 11	
11/14/12	Fall Break
Week 12	
11/21/12	Case Presentation 4
Week 13	
11/28/12	Case Presentation 5
Week 14	
12/5/12	Case Presentation 6
Week 15	
12/12/12	Final Evaluations