

PSYCHOLOGY 593A
Practicum in Counseling I: Interviewing
Winter 2007

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Welcome to the first in a series of Counseling Practica! In this closely supervised experience, you will learn the fundamentals of basic counseling and be introduced to a three-stage model of helping that will assist you in becoming more effective in your professional and personal interactions. Although intensive, we hope that you will enjoy this course and that it will instill enthusiasm for the process of learning to help others.

COURSE DESCRIPTION: (4 credits). Prerequisite, admission to graduate programs in Counseling Psychology, School counseling, or School Psychology and permission of Department Chair. The course will involve interviews, role-playing, observation, and analysis of interview behavior. Grade will be S or U. May be repeated.

COURSE OBJECTIVES: Students will gain an understanding of and demonstrate the interactional sequences of basic counseling skills.

SPECIFIC LEARNING OBJECTIVES. STUDENTS WILL

1. consistently perform essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, evaluate client outcome, and successfully terminate the counselor-client relationship;
2. describe helping relationships and in relation to the three-stage model of helping, including the theoretical and research foundations;
3. describe intentions that counselors have for interventions with clients;
4. evaluate the counseling skills used through the possible reactions and behaviors demonstrated by clients;
5. prepare an interview summary in an accurate, clear and concise manner;
6. apply relevant legal statutes and ethical guidelines in the process of counseling;
7. integrate self-awareness in the counseling and supervision process so that the counselor-client relationship is therapeutic, the counselor maintains appropriate professional boundaries, and the counselor is aware of strengths and areas for continued growth;
8. utilize referrals and emergency procedures appropriately and with an awareness of the professional roles, functions, and relationships with other human service providers;
9. consider counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

REQUIRED TEXT:

Hill, C.E., & O'Brien, K.M. (2004). *Helping skills: Facilitating exploration, insight, and action*. (2nd ed.). Washington, D.C.: American Psychological Association.

STUDENT RESPONSIBILITIES:

1. Students are required to maintain professional liability insurance while working in the CCPAC. Verification of coverage must be presented to your instructor.
2. Attending class and fully participating in class exercises. In order to prepare for class, you will write and submit a 1 - 2- page thought paper specific to the week's assigned readings. You will be allowed to drop one week's paper assignment. These papers are to be turned in to the teaching assistants on a weekly basis.
3. Conduct three (3) 20 minute role play interviews, 2 (two) 35 minute client interviews and twelve (12) 50 minute client interviews over the course of the quarter. Each week – except the first week – you should complete approximately 2 - 3 videotaped interviews. For each of the 17 interviews, **and prior to individual supervision**, you must complete the following tasks and bring them to each supervision session.
 - a) Interview summaries (see later in this packet). These summaries are to be completed prior to reviewing the tape. Complete a summary immediately after seeing a client so that your experience with the client will be fresh in your mind. The purpose of this activity is to practice focusing on the client while in session and describing your experience with her or him.
 - b) Tape review notes (see later in this packet). These notes are to help you with summarizing the content of what the client said and evaluating your responses to him or her. You may find it helpful, when reviewing your tapes, to use the “stop action” technique, i.e., stop the tape after a client response and formulate a variety of appropriate counselor responses.

Please note: **Any client interviews for which you cannot produce a videotape and sessions less than 35 minutes will not count toward the required 17 sessions. Clients may not be seen during finals week.**

4. Attend all scheduled individual and group supervision sessions with your faculty supervisor. Your supervisor will provide feedback on your client tapes, interview summaries and tape review notes. You should expect that some or all of your supervision sessions will be videotaped.

If you wish to schedule extra sessions with one of your supervisors, check to make sure the supervisor has time in his or her schedule to meet with you and give at least a week's advance notice. Be advised that you are expected to demonstrate appropriate professional behavior during supervision sessions. Your active involvement and behavior in supervision will be evaluated at midterm and at the final evaluation session.

5. During supervision, complete the weekly supervision log (see later in this packet) which summarizes the major foci of your weekly supervision session. The purpose of this log is to remind you and your supervisor of your strengths and areas that need improvement during subsequent client interviews.

6. After the midterm evaluation complete the following:
Sit in on one 593C/D group supervision session. Obtain permission in advance from the supervisor, and have him/her sign your blue activity sheet to indicate you have completed this activity.

ADDITIONAL REQUIREMENTS

1) WORKSHOPS

Workshops will be given during the second, third, fourth, sixth, and eighth weeks of the quarter. Respectively the workshops will focus on recently presented topics from class. For instance, workshop one will cover chapters 6, 8, and 9 from your text. You are required to attend four of the five presented. These workshops will provide you with an opportunity to ask questions about, practice, and observe the skills you are learning. Additionally they will help you clarify the difference between skills and determine how and why these skills fit into a counseling session.

2) SUPERVISION ARTICLES

During the course of the quarter you will read and be prepared to discuss in class three articles on supervision. These articles will be handed out in class. These articles are intended to present a view of supervision, its purpose, and its standards. They will help you navigate supervision as a student, an employee, and a future supervisor.

MIDTERM AND FINAL EVALUATIONS:

Your midterm and final evaluations will consist of:

1. Choosing what you consider to be your best client interview and turning it in to your supervisor on the date specified in the attached “course outline.” The interview used must have taken place within two weeks of the due date and should not be previously supervised. Along with the tape you will provide detailed tape notes of client content and verbatim counselor verbalizations. This transcript will follow the three column format specified in the “guidelines for 593 tape review notes” (later in this packet). Be sure to specify the type and quality of your responses. It may be helpful to you, however, to prepare a complete verbatim transcript, particularly for the mid-term evaluation, as doing so will provide you with a more complete evaluation of your progress. **Please neatly print your tape notes.**

In addition to the tape and tape notes, complete a copy of the “Supervisor’s Assessment of Student Progress” form on which you evaluate your own progress toward meeting course objectives. Turn this in with the tape and transcript.

Your midterm and final client videotapes will be reviewed independently by your faculty supervisor and a graduate student TA using the “Supervisor’s Assessment of Student Progress” form. They will then arrive at a consensus about the skills shown on the tape. In some cases, the other instructor and/or graduate student supervisor may also review your tape.

2. An individual meeting with both your faculty and graduate student assistants, one at mid-term and one during finals week. During each meeting we will review your progress and provide feedback on the following:
 - a) observation of your participation in class meetings;
 - b) videotapes of your work with clients;
 - c) the evaluation videotape and tape notes you selected as the best example of your work;
 - d) your professional behavior in the clinic and in supervision sessions;
 - e) the quality of your written paperwork

At these two sessions, you will be provided with the “Supervisor’s Assessment of Student Progress” evaluation form which rates your progress on a variety of counselor skills and professional behaviors that should be demonstrated at mid-term, and by the end of the quarter.

COURSE GRADE:

1. Please turn in your individual file no later than Monday of finals week. The file should include your “Counselor Evaluation” forms (completed by clients), “Interview Summaries”, your blue activity sheet, and clients’ “Informed Consent” forms. Failure to turn in all of the required materials will at minimum result in an Incomplete for this course.
2. You must complete all weekly thought papers with a grade of Satisfactory.
3. You must participate in all class activities (group meetings, role plays, discussions, etc.). Failure to attend and participate in one or more class meetings is grounds for either an Incomplete or Fail grade (depending upon your performance on other criteria and your reason(s) for being absent).
4. You must complete required observation activity (group supervision).
5. You must complete all 17 videotaped sessions. Failure to complete the 17 sessions is at minimum grounds for an Incomplete grade in this course.
6. You must attend and satisfactorily participate in all scheduled supervision sessions.
7. You must complete a weekly supervision log for each supervision session.
8. You must complete all paperwork for this practicum. Failure to complete paperwork (e.g. Interview Summaries, Supervision Logs) in a timely manner is grounds for a Fail grade in this course.
9. Demonstration of skill development. At midterm, you must successfully demonstrate satisfactory skill development on at least **70%** of the skills in each of the counselor skill domains on the “Supervisor’s Assessment of Student Progress” form completed by the teaching staff. At the final evaluation, you must successfully demonstrate satisfactory skill development on at least **80%** of the skills in each of the counselor skill domains on the “Supervisor’s Assessment of Student Progress” form completed by the teaching staff. Failure to achieve these counselor skill performance standards will be grounds for a Fail grade in this course.
10. Demonstrate appropriate professional behavior during all class, clinic, and supervision activities. Following the clinic dress code is expected (neat attire, no blue jeans). Failure to adhere to professional standards is grounds for a Fail grade in this course. In order to Pass this course you are also expected to consistently demonstrate constructive behavior during class meetings and supervision sessions.

In summary, your final course grade reflects both in-class and out-of-class behaviors related to this practicum. The final grade is a statement by the teaching staff about your readiness to progress to Psychology 593B.

MISCELLANEOUS:

1. Please check regularly for announcements on the noteboard by Loretta's desk and in your mailbox (located in the lounge).
2. Please be aware that clients can only be seen during clinic hours (posted in clinic). Clients may not be seen after hours, including Fridays after 2 p.m. (i.e., last session is scheduled for Friday at 1 p.m.). Clinic hours vary from quarter to quarter, so make sure that you have the most recent information on this quarter's clinic hours.
3. Please note that all contacts with clients (telephone scheduling, sessions, etc.) should occur within the confines of the clinic. **Do not telephone clients from any other location and do not give them permission to call you at home.**
4. If you are engaged in some counseling-related practice outside of this program, do not represent yourself as a trainee in our program when working in that outside setting.
5. If you have any questions about the requirements for this course, or appropriate professional behaviors, it is your responsibility to ask them of your supervisor or the Clinic Director. It is much wiser to ask, rather than to make assumptions.
6. Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the ADA Compliance Officer and Director, on campus at 509-963-2171 for additional disability-related educational accommodations.

COURSE OUTLINE

<u>WEEK</u>	<u>DATE</u>	<u>TOPIC(S)</u>	<u>READING ASSIGNMENT(S)</u>
1	1/5*	Introduction / Course overview Clinic policies and procedures Tour of CPSC	Syllabus Syllabus Supplements
*This meeting additional meeting time was scheduled due to the two Monday holidays this quarter.			
2	1/8	Effective helpers; Exploration Stage Attending and Listening; Restatements; Reflection of Feeling Review of ethics codes	Hill, Chapters 1-5** Hill, Chapters 6 & 8 Hill, Chapter 9 APA & ACA Ethics Code
**Chapters 1 - 5 are introductory in content. You are encouraged to read these chapters. However, for this class meeting, focus your time and attention on Chapters 6, 8, and 9.			
1/11	Tape of informed consent role play due to TA supervisor by 12:00 noon. You will need approval from you supervisor prior to being able to see clients.		
3	1/15	No Class – MLK holiday	
4	1/22	Open Questions; Assessing suicide risk; The crisis interview	Hill, Chapter 7
5	1/29	Empathy; Additional Exploration Skills Integration of Exploration Stage Skills Supervision; Assessing Child Abuse	Handout; Hill Chapter 10 Hill, Chapter 11 Supervision Article #1
1/31	Midterm Tapes, Tape Notes, and Self-Evaluation Due at 5:00 PM		
Week of 2/5 Supervisor’s Assessment of Student Progress (to be individually arranged)			
6	2/5	Insight Stage; Interpretation Supervision	Hill, Chapters 12, 14 Supervision Article #2
7	2/12	Challenges	Hill, Chapter 13
8	2/19	No Class – Presidents’ Day Holiday	
9	2/26	Self-Disclosure; Immediacy Supervision	Hill, Chapters 15-16 Supervision Article #3
10	3/5	Skills Integration; Transition to .B Practicum	Hill, Chapter 17
3/7	Final Tapes, Tape Notes, and Self-Evaluation Due at 5:00 PM		
3/13	Final Evaluation: Supervisor’s Assessment of Student Progress		

593A DISTRIBUTION OF ROLE PLAYS AND CLIENTS THROUGH THE QUARTER

It is to your advantage to not get too far ahead or behind in this schedule.

WEEK	
1	Informed Consent Tape
2	3 - 20" RP
3	2 - 35" Cts
4	2 Cts
5	2 Cts
6	2 Cts
7	2 Cts
8	2 Cts
9	2 Cts
10	Complete Supervision
RP	3
CTS	14

RP = Role Plays

Cts = clients

PSY 593A - Practicum in Counseling I: Interviewing

Course Objectives and Assessment Methods

2001 CACREP Standard	State School Counseling Benchmark	Learning Outcomes Students will be able to:	Assessment Method
K-5b	04-1, 04-2, 04-5, 04-6, 10-5, 11-6	consistently perform essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, evaluate client outcome, and successfully terminate the counselor-client relationship;	Weekly performance appraisal of video-taped sessions. Midterm and Final evaluations of video-taped sessions using the "Supervisor's Assessment of Student Progress Form" Supervised role plays
	06-6, 12-1	articulate the three-stage model of helping, including the theoretical and research foundations;	Weekly review of thought papers
	06-6	describe helping relationships (studies that provide an understanding of counseling and consultation processes.)	Weekly review of thought papers Weekly Face-to-face supervision
	06-8, 12-1	describe intentions that counselors have for interventions with clients;	Weekly review of thought papers Weekly Face-to-face supervision Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form"
	04-2, 06-8, 10-5, 12-1	evaluate the counseling skills used through the possible reactions and behaviors demonstrated by clients;	Weekly performance appraisal of video-taped sessions Midterm and Final evaluations of video-taped sessions using the "Supervisor's Assessment of Student Progress Form" Supervised role plays
	11-1, 12-1, 12-2	prepare a basic interview summary in an accurate, clear and concise manner;	Weekly review of records in Face-to-face supervision Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form"
K-5g	06-9, 07-10, 07-6	Apply relevant legal statutes and ethical guidelines in the process of counseling;	Oral reports from consulting supervisors Weekly performance appraisal of video-taped sessions Midterm and Final evaluations of video-taped sessions using the "Supervisor's Assessment of Student Progress Form"

2001 CACREP Standard	State Standard (WAC)	Learning Outcomes Students will be able to:	Assessment Method
K-5b	06-6, 10-5, 12-1, 12-2	integrate self-awareness in the counseling and supervision process so that the counselor-client relationship is therapeutic, the counselor maintains appropriate professional boundaries, and the counselor is aware of strengths and areas for continued growth;	Oral interviews in weekly face-to-face supervision Weekly review of tape notes in Face-to-face supervision Midterm and Final evaluations using the “Supervisor’s Assessment of Student Progress Form”
K-1b	04-5, 06-6, 06-9, 07-3, 07-5, 07-6	utilize referrals and emergency procedures appropriately and with an awareness of the professional roles, functions, and relationships with other human service providers;	Oral reports from consulting supervisors Weekly performance appraisal of video-taped sessions Midterm and Final evaluations of video-taped sessions using the “Supervisor’s Assessment of Student Progress Form”
K-5a	06-8, 11-6	consider counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.	Oral interviews in weekly face-to-face supervision Weekly performance appraisal of video-taped sessions Midterm and Final evaluations of video-taped sessions using the “Supervisor’s Assessment of Student Progress Form”

**School Counseling, School Psychology, and CACREP Standards covered in
PSY 593A, Introductory Practicum in Counseling (4 credits)**

This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 180-78A-270 (a) (5) [Rev. 12/3/04].

STANDARD 4: Counseling Theories and Techniques. Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

Standard 04-1. Counsels individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner;

Standard 04-2. Uses counseling strategies to help students so they can be emotionally and socially prepared to maximize their instructional time;

Standard 04-5. Demonstrates a knowledge of mental health disorders, including substance abuse, and knows how and when to make referrals;

Standard 04-6. Uses counseling strategies that maximizes students' success and instructional time.

STANDARD 6: School Climate. Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

Standard 06-6. Demonstrates knowledge of the strategies and methodologies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest goals;

Standard 06-8. Models caring, acceptance, communication, and human relations skills to students, staff, parents, and community;

Standard 06-9. Demonstrates knowledge of ways to identify child physical, sexual, emotional abuse, and child neglect. Knows mandated child abuse reporting laws. Understands the impact of abuse on student learning and behavior. Has knowledge of child abuse prevention programs. Can provide teachers with information the effects of abuse on the classroom environment and best practices for teaching children who have been the victims of child abuse.

STANDARD 7: Collaboration with School Staff, Family, and Community.

Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

Standard 07-10. Adheres to laws and regulations governing limits of information sharing.

Standard 07-3. Accesses appropriate social service providers;

Standard 07-5. Reduces barriers to student learning through direct referred services and/or in-district options;

Standard 07-6. Provides support for students in crisis situations with a calm, effectual, and ethical manner consistent with school policies and procedures;

STANDARD 10: Leadership and Advocacy. Certified counselors support practices and policies that promote academic rigor—skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

Standard 10-5. Practices effective listening, conflict resolution, and group facilitation skills as a team member;

STANDARD 11: Professionalism, Ethics, and Legal Mandates. Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications;

Standard 11-6. Provides for a safe, confidential setting in which students can present their needs and concerns;

STANDARD 12: Reflective Practice. Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

Standard 12-1. Reflects on and provides thoughtful rationales for his/her school counseling decisions;

Standard 12-2. Actively solicits and uses feedback for continuous improvement on his/her school counseling practice

This course meets the following National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 180-78A-270 (7) (a) [Rev. 10/11/04].

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions

include, but are not limited to, instructional interventions and consultation.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

This course addresses the following 2001 curriculum standard(s) for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under Section II (Program Objectives and Curriculum) and Standards for Mental Health

Counseling Programs:

This course addresses the following 2001 curriculum standard(s) for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under Section II (Program Objectives and Curriculum) and Standards for Mental Health Counseling Programs:

K-1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- b. professional roles, functions, and relationships with other human service providers;

K-5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- 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;
- g. ethical and legal considerations.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

- 8. knowledge and provision of clinical supervision, including counselor development