

**PSY 593C
PRACTICUM IN COUNSELING III: ADVANCED**

Fall 2007

I. Course Description: (4 credits) Prerequisites, PSY 593B and permission of Department Chair. Implementation of counseling strategies with children, adults, couples or families. Grade will be S or U.

II. Learning Objectives:

- A. To continue developing the counseling skills learned in previous courses and practica including the skill of making appropriate referrals.
- B. To practice assessment, goal setting, and treating planning skills with emphasis on adults, children, and families.
- C. To develop case conceptualization abilities.
- D. To recognize the change strategies available for given clients and to be able to select an appropriate approach to working with each client.
- E. To be able to evaluate goal attainment.
- F. To be able to present cases as one would in agency staffings or professional meetings.
- G. To practice A-F above in the context of ethical standards for the counseling profession.

III. Assessment Procedures:

Objectives A through E will be assessed through weekly individual and group supervision by the assigned supervisor. In addition, supervisors complete a formal assessment of student performance at midterm and the end of the quarter. A copy of the assessment instrument is attached.

IV. Practicum Requirements Include:

- A. Carrying professional liability insurance. At this time the options for obtaining insurance are through Central Washington University's Student Medical Malpractice Insurance Program, NASP for School Psychology students, and through ACA or APA for Counseling students. You must submit a copy of your policy to Loretta, the clinic secretary, for placement in your clinic file.
- B. 20 - 25 client sessions. *Sessions for which you cannot provide a videotape during supervision may not be counted toward your required practicum hours.* Contact hours beyond the required 25 may not be counted toward a subsequent practicum or internship course. The purpose of the range in number of sessions permitted is to allow some leeway

for no-shows and cancellations that may affect a student who is otherwise scheduling and seeing clients at an adequate rate. You should aim to obtain the maximum of 25 client sessions to maximize your training opportunities. The low end of 20 client sessions will, in all but the most exceptional circumstances, be the minimum number needed to pass.

- C. Timely completion of the appropriate paperwork for each case.
- D. Attendance at all scheduled weekly individual and group supervision sessions. Although individual supervision sessions are typically scheduled for one hour each week, the amount of time required for individual supervision is up to the discretion of your supervisor. Your supervisor may choose to require more than the minimum one hour per week.
- E. Presentation of one to two case staffings depending on number of students taking practicum. (You should save tapes of critical points in particularly interesting cases.) For example, you may wish to show a section of your initial interview, the section of an interview during which therapeutic goals were negotiated, and portions of later interviews.
- F. Attendance at all case staffings unless there are more than five. If there are more than 5 staffings, attendance is required at n-1 meetings. If you are more than 10 minutes late, you will be counted as absent.
- G. Appropriate professional and ethical behavior in all clinic activities, as well as appropriate behavior during individual and group supervision.

V. Paperwork for all Clients:

- A. The initial assessment, goal setting, and treatment planning interview:
 - 1. Have your client fill out the self-report questionnaire before you begin the interview session. In some cases you may need to help the client fill out the form. If the client has not finished completing their self-report questionnaire by 10 minutes after the hour, start the session at that point and complete the questionnaire orally. This will allow you to have a session that is of adequate length (35 minutes minimum) to count toward the 20-25 clients required.
 - 2. Before beginning the session, you should review the information the client has provided on the self-report questionnaire.
 - 3. Structure the interview so that you collect the information specified on the assessment interview checklist. At times, more than one session may be necessary for completing the assessment checklist.
 - 4. Put your assessment of the client in written form. Write in complete sentences and make sure that your write-up is legible. Be specific rather than global in your description of relevant assessment information.
 - 5. Incomplete assessment reports should remain in the red (Student Supervision Notes) folder. Assessment reports should be completed soon after the second session and, when complete, are placed in the client folder.

- B. Write progress notes for all counseling sessions on the appropriate clinic form. Make each client file available to your supervisor at each supervision session so that she or he may review your progress notes. *Each session's progress note must be signed and dated by you and also by your supervisor.*
- C. Develop a counseling plan for each client using the appropriate clinic form. Counseling plans should provide specific, well-operationalized goals related to the client's presenting problems or concerns.
- D. Based on your counseling plan, locate a photocopy a **journal article** related to the treatment approach you have selected for each client. The journal article should be kept in the client file and turned in with the file at the end of the quarter. It is recommended that this article be obtained as early as possible in the counseling process so it may serve as an aid to treatment.
- E. Complete the counseling summary form at the end of the quarter, or when you have concluded your work with the client. *Be sure to indicate on the counseling summary form whether your client was a student volunteer.*
- F. Complete the client file checklist at the end of the quarter, or when you have concluded your work with the client.
- G. If at any time you have reason to release confidential client information to another agency or professional, you must consult with your supervisor about the appropriateness of the intended release. Also, the appropriate *release of information form* (i.e., "Authorization for the Mutual Exchange of Information") must be completed prior to divulging any information about the client, unless you and your supervisor have determined that the anticipated disclosure falls under mandatory reporting requirements (e.g., child abuse reports to CPS).
- H. Obtain your supervisor's signature on all client file forms that ask for this signature.
- I. Conform to basic rules regarding paperwork:
 - 1. All paperwork must be completed in ink, or printed from a computer file. Paperwork submitted in pencil will be returned to you for duplication in ink.
 - 2. Do not use erasable pen when completing paperwork for the client file. Erasable pen does not meet the legal standard for clinical paperwork. *If you make an error, place a line through it and place your initials above the correction.*
 - 3. All blanks on all clinic forms must be filled in some manner. If there is nothing to write in a particular section of a form, use the acronym "N/A" for "not applicable" or "not available" rather than simply leaving the section blank. *Filling in every section of the form, even with "N/A" lets the reader know that you considered each section of the form, rather than accidentally skipping over certain sections.*

4. All paperwork not included in the client file should be shredded at the end of the quarter.
5. All clinic paperwork should be made available for review by your supervisor at each supervision session.
6. All clinic paperwork should be in your “green hanging file” in the telephone room file cabinet when you are not preparing for supervision (i.e., tape review, paperwork) or in supervision.
7. **All paperwork should be completed, organized, and available to be collected by Dr. Brammer (CCPAC Co-Director) by the specified deadline during finals week.**

VI. Grades:

- A. A grade of *satisfactory* (S) for PSY 593C will indicate a completion of all the requirements listed in II above, a satisfactory evaluation by your supervisor, and satisfactory performance on your staffing presentation (as determined by the faculty who observe your staffing).
- B. If, at the end of the quarter, you have received a satisfactory evaluation by your supervisor, but you have not completed the minimum 25 hours, grades will be assigned as follows:
 1. If you have 0-15 contact hours, your grade will be “unsatisfactory” or “U.”
 2. If you have 16-19 contact hours, your grade will be an “incomplete” or “I.” To remove the “I” from your transcript you will have to register for the same practicum course again, get 20-25 *additional* client hours, and receive a satisfactory evaluation from your new supervisor.

The only exceptions to the above policy will be made if there have been unavoidable extenuating circumstances that prevent you from obtaining the required number of clients AND you have been making timely and satisfactory progress in the practicum throughout the quarter. This decision is made by a review of these circumstances by the Counseling Program Committee. The student requesting such an exception should expect to provide a written statement to the Program Committee formally requesting an exception to the syllabus. A request for an exemption should include a summary and supporting documentation (e.g., physician's note) of the circumstances that warrant special consideration. Students must submit written requests for exceptions to the syllabus policy NO LATER THAN Wednesday at 12 noon of finals week for the quarter in which they are enrolled in this practicum.

- C. If, at the end of the quarter, you have at least 20-25 client contact hours, but have not completed one or more of the other requirements for satisfactory completion of the PSY 593C practicum, your supervisor will assign you either an “incomplete” or “unsatisfactory” grade depending upon the nature of the difficulties you have had in this course. ***In order to maintain consistency in practicum grading criteria, your supervisor may consult with***

other practicum faculty about the most appropriate PSY 593C grade given your particular difficulties in the course. At the request of your supervisor, other practicum faculty members may review your tapes and client file paperwork.

If your work with client has been given a satisfactory rating by your supervisor, but you have failed to attend the required number of staffing seminars, you will be given an “incomplete” until these events are made up. If you receive an “incomplete” in PSY 593C you will have the opportunity to complete the course with the same stipulations described in B-1 above.

A student is most likely to receive an “unsatisfactory” grade if his or her work with clients has been rated as unsatisfactory, and/or her or his behavior in clinic activities or supervision has been less than profession, and/or if he or she has missed more than one individual or group supervision session. If you receive an unsatisfactory grade in PSY 593C, your supervisor will review your work during the quarter with you and also with the Counseling Program faculty. A decision will be made by the faculty as to whether or not you will be given the opportunity to repeat PSY 593C. ***As a CWU student, you have the right to appeal any unfavorable decision in accordance with the academic appeals process specified in the university catalog.***

- D. Regardless of the grade you receive in PSY 593C, you should ask your supervisor to provide you with feedback on areas of your performance which are strong as well as those which need improvement. You may find it helpful to discuss these strengths and areas for improvement with your next practicum supervisor in order to facilitate your progress toward greater skill as a counselor. ***Your next practicum supervisor may also be given a copy of your PSY 593C evaluation in order to facilitate the transition between practicum courses and supervisors.***

Please note: Any deviation from the practicum guidelines presented in the syllabus must be approved in advance by both your practicum supervisor and by Dr. Brammer (CCPAC Co-Director). If you have any questions about the syllabus you should consult with your supervisor and/or Dr. Brammer, rather than making assumptions about clinic procedures or practicum requirements.

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.

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PSY 593C – PRACTICUM IN COUNSELING III: ADVANCED

School Counseling and CACREP Standards covered in PSY 593C, Advanced Practicum in Counseling I (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 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 07-3. Accesses appropriate social service providers;

Standard 07-4. Develops appropriate strategies to promote effective, positive support plans for students;

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 07-8. Regularly attends counseling staff meetings and other counseling related meetings;

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

STANDARD 9: Student Assessment and Program Evaluation. Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

Standard 09-2. Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, academics, and careers);

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 10-3. Works with colleagues to provide an effective learning climate within classrooms and the school;

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

Standard 10-6. Conducts meaningful trainings, in-services, or presentations based on assessed needs;

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 11-7. Promotes appropriate use of assessment tools and presentation of relevant, unbiased data.

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 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.

K-7.ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;

K-8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- e. use of research to improve counseling effectiveness;

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

- 7. principles and guidelines of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management;

**Learner Outcomes and Assessment Form
PSY 593C - Practicum in Counseling III: Advanced**

2001 CACREP Standard	2004 State School Counseling Benchmark	Learning Outcomes Students will be able to:	Assessment Tool or Process
(K-5b)		1. Understands essential interviewing and counseling skills	
	4-2, 4-6, 11-6	1.1. develop a therapeutic relationship	Weekly individual and group supervision and performance appraisal of video-taped sessions. Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form"
	9-2	1.2. establish appropriate counseling goals	Review of treatment plan. Individual and group supervision.
	4-3, 7-4, 7-6	1.3. design intervention strategies	
		1.4. evaluate client outcome	Individual and group supervision
		1.5. terminate the counselor-client relationship	Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form"
	11-6, 12-1	1.6. Demonstrate self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries	
(K-7h) (C.3)		2. Understands principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status	
	9-2, 11-7	2.1. Utilizes standard assessment procedures	Individual and group supervision Records and case notes reflect results of assessments
	9-2, 11-7	2.2. Utilizes specific principles and models of biopsychosocial assessments	

2001 CACREP Standard	2004 State School Counseling Benchmark	Learning Outcomes Students will be able to:	Assessment Tool or Process
	11-7	2.3. Outlines client issues and concerns	Weekly review of assessment summaries and case notes in individual supervision Review of treatment plan.
	12-1	2.4. Considers theories of human development in relation to client concerns	Individual and group supervision Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form" Weekly review of assessment summaries and case notes in individual supervision
	4-5, 12-1	2.5. Utilizes concepts of psychopathology leading to diagnoses	
	11-7, 12-1	2.6. Outlines possible contributors to client issues and concerns	
	4-5, 12-1	2.7. Rules out inappropriate diagnoses	
	9-2, 12-1	2.8. Formulates appropriate treatment plans based on assessment and case conceptualization	Individual and group supervision Review of treatment plan.
(K-1b)		3. Understand professional roles, functions, and relationships with other human service providers	
	7-3, 7-5, 7-6, 7-7,	3.1. Make referrals appropriately and as needed	Individual and group supervision Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form" Records and case notes report referrals provided
(K-5a)	4-3, 11-7	4. Adapt techniques and strategies based on 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	Individual and group supervision Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form"
(K-5g) (K-7i)	7-10	5. Considers ethical and legal considerations of counseling, consultation, and assessment processes	

2001 CACREP Standard	2004 State School Counseling Benchmark	Learning Outcomes Students will be able to:	Assessment Tool or Process
(C.7)	9-2	6. Conduct an intake interview, including evaluations such as a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	Individual and group supervision Midterm and Final evaluations using the "Supervisor's Assessment of Student Progress Form" Weekly review of assessment summaries and case notes in individual supervision
(K-8a)		7. Understand the importance of research and opportunities and difficulties in conducting research in the counseling profession	
(K-8e)	4-3	7.1. Utilizes research to improve counseling effectiveness	Records and case notes reflect use of research for each client
	7-8, 10-3, 10-5, 10-7, 11-1, 12-2	8. present cases as one would in agency staffings or professional meetings.	Content and format should follow the "Guidelines for Staffing Presentation"
		Understands theory, knowledge, and skills for the practice of school counseling, including: program development, implementation, and evaluation.	
	9-2	E. Utilizes appropriate technology and information systems.	As seen in records, case notes, assessment, and assessment summaries
		Understands theory, knowledge, and skills for the practice of school counseling, including: counseling and guidance.	
	7-1, 12-4	G. Describes system dynamics affecting clients, including family, school, community, etc.	Individual and group supervision Weekly review of assessment summaries and case notes in individual supervision

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