



COUN 5999 Practicum in Counseling

Mondays 5:15-6:45

Fall 2022

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Course Description

This course is a one semester term supervised counseling experience in a community or area site offering counseling services. Students will spend a minimum of 100 hours serving individuals and groups of individuals as well as participating in agency or site activities that include staffing, consulting, case conceptualizing, case management, and other tasks related to counseling that are assigned to them. Students will audio and/or video record sessions with individual clients. While counselors at the site will participate in the supervision of student counselors, the majority of supervision, both individual and group supervision, will be the responsibility of the faculty supervisor. Proof of current Liability Insurance through membership in the American Counseling Association is required at the beginning of this course (effective August 1, 2020). 3 hours (prerequisites: COUN 5000, 5001, 5002; pre- or co-requisites: COUN 5003, 5004)

Methods of Instruction

The content of this course will be delivered through lecture/seminar, supervision (individual, group, and peer), reflective journaling/narrative feedback, suggested readings, facilitated discussion, role-play/demonstration, and video counseling interview sessions.

Course Objectives (CACREP: Section 3; Section 5.3)

Students will demonstrate the following:

- 1) Complete a supervised Practicum experience (minimum 100 clock hours) with a minimum of 40 direct client contact hours in a therapeutic setting (CACREP III.F)
- 2) Demonstrate acceptance of supervisory feedback and participate in individual or triadic supervision for an average of one hour per week (CACREP III.G.)
- 3) Participate in weekly group supervision sessions for one and one-half hour per week (CACREP III.I.)
- 4) Participate in one hour of individual/triadic supervision sessions each week with a counseling faculty member, or a student supervisor, who is under the supervision of a counselor education program faculty member, or a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. (CACREP III.H.)
- 5) Demonstrate counselor behaviors, including verbal and non-verbal behaviors and personal characteristics, orientations, and skills, that influence helping behaviors
- 6) Demonstrate the ability to conduct an intake interview, mental status evaluation, biopsychosocial history, a mental health history, and psychological assessment for treatment planning and caseload management (Clinical Mental Health Counseling V.C.3.a; V.C.1.c.)
- 7) Understand cultural factors relevant to clinical mental health counseling (Clinical Mental Health Counseling V.C.2.j.)
- 8) Provide counseling services in an ethically and legally responsible manner (Clinical Mental Health Counseling V.C.2.l)

- 9) Demonstrates the ability to use procedures for assessing and managing suicide risk and is able to utilize strategies such as Psychological First Aid (CACREP II.F.5.l; II.F.5.m)

Required Textbook:

Hodges, S. (2016) *The Counseling Practicum and Internship Manual (2nd ed.)* New York, New York: Springer Publishing.

Recommended:

Erford, B. (2019). *45 Techniques every counselor should know (3rd ed.)* New York, NY: Pearson.

Jongsma, A. (2014). *The adult psychotherapy progress note treatment planner*. Hoboken, NJ: Wiley and Sons.

Expectations

Expectations for this class include the following:

- 1. Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.
- 2. Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.
- 3. Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor.
- 4. Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within Moodle on or before the due date.
- 5. Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
- 6. Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
- 7. APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
- 8. Have Fun:** Students are expected to have fun learning about the subject matter.

Required Course Materials:

Each student will need to obtain or secure/borrow the following:

- Recording equipment (may choose to use audio or video recorder)
- Storage device that contains only client videos and files (e.g., flash drive – videos take up a great deal of memory)
- **LOCK BOX** for client files and storage device (all confidential documentation related to clients, including storage device!)

Required Activities and Procedures:

- **Verification of Liability Insurance** (*copy for your student folder*) – liability insurance is obtained thru membership in American Counseling Association (effective August 1, 2020).
- **Signed confidentiality statement**
- **Reading assignments** – come prepared to discuss them in class.

Assignments

A. Attendance, Participation, and Professionalism

Active class participation – Be prepared to actively participate in class discussions by applying the information learned in reading assignments and lectures. At times, topics will arise which are sensitive for class members. It is expected that ideas will be discussed and debated in a respectful manner. The successful student will be willing to consider different perspectives, to challenge her/his own assumptions, and to respect differing opinions. In addition, students are expected to attend all classes and complete out-of-class assignments in a cooperative manner. Students may expect to receive point deductions for lateness, unreported absences, lack of preparedness, and other behaviors and attitudes not conducive to their own learning and that of classmates. **You are only allowed 1 absence during practicum. Students who have more than 1 absence during the course may receive a grade of No Pass for the semester.**

Digitally Delivered Policies

Students who attend the virtual track must attend class synchronously for this course to engage in group supervision. All classes, assigned readings, lectures, seminar discussions, multimedia presentations, case presentations, and small group discussions will be offered via Teams for students to attend digitally. Students will lose points on participation and may not pass the course with more than 1 absence from class.

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: “The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.”

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

- **Proctoring Software is required for all Counseling courses**
- In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.
- These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.
- If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.
- Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

B. Minimum of 100 clock hours of Direct and Indirect Service (*Course Objective 1*)

- **Minimum of 40 hours of Direct Service face-to-face with clients**
 - **Minimum of 10 hours (of 40 Direct Service hours) must be Group Counseling**
- **Individual and Group Counseling**
The majority of your counseling sessions, depending on your site, will consist of Individual Counseling Sessions, which should be **45 minutes** in length. A 45-minute session may count as an hour of service; however, a 30-minute session will not; it will simply count as 30 minutes of direct service. Sessions with children and some adolescents will not last 45 minutes; however, the time counts toward your accumulated minutes/hours of direct service.

Students are required to lead or co-lead group counseling sessions with 6 to 8 clients, or what is available at your site. Session times will vary according to your site and the age of the participants. You may write one group note for the session, unless your site requires you to do otherwise.

You must complete a case note on each of your individual and group sessions. You will only need to write one case note for all clients in group sessions, unless your site requires you to write notes for each client for their files. If your site requires a certain format, you may use their format. You must use a note format from your textbook (SOAP/BIRP etc). for all clients that are presented during class presentations (group supervision) and during individual supervision sessions.

All individual sessions **MUST BE RECORDED** with written **permission from the client** (use the appropriate form provided to you in the Practicum and Internship Handbook). You will be required to obtain a minimum of 10 recordings during the practicum term. Do not record your client in a video. You will **ONLY** record yourself to keep the session as confidential as possible.

Diversity of your clients should reflect the diversity of the population available at your site.

Students are required to have **2 long-term clients** (4-5 sessions with each one)

Students must complete a **Individual Session Summary** for each of your individual counseling sessions and have them ready for your faculty supervisor at each of your individual supervision sessions. This requires that you listen to each of your recordings immediately after the sessions (or as soon as possible, but certainly before supervision) and evaluate your performance. **(The Form is in Connect)**

- **Remaining 60 hours (out of 100 hours) will be Indirect Service hours**, which will include such activities as
 - **Completing assessments and paperwork for your clients**
 - **Observing or completing assigned tasks at your agency**
 - **Attending approved training activities** – such as an in-service training opportunity at your site or a local, regional, or national conference – must receive **prior approval** from your site supervisor and your faculty supervisor to get credit for this time.

C. Weekly Supervision (Course Objective 2, 3, 4, 5)

1. **Individual and/or triadic supervision** – scheduled weekly with one of CMHC faculty members – **at least one hour-long session per week** (each session counts as one hour of supervision). **Students will be responsible for bringing their tape to each supervision session. Students will be expected to fill out the individual supervision summary prior to the weekly meeting. These are provided in Connect. All individual or triadic sessions will be held via Microsoft teams.**
2. **Group supervision** – a minimum of one and one-half (1½) hours/week – this supervision will occur during scheduled class time with your faculty supervisor/instructor. Students will be responsible for presenting one case conceptualization during practicum. **It is the students' responsibility to get recordings, complete case conceptualizations, and be prepared for class. A failure to meet these objectives during practicum could result in the grade of No Pass for the semester. Group supervision classes will meet via on campus and Teams depending on week. Please refer to course schedule below.**

You are required to keep a **log of your supervision hours** as a part of your record keeping for this class. Use the form provided in Connect.

D. Ethical Case Scenario (10 points): Due (course objective 8)

Students will respond to one case scenarios in a 1.5 – 2 page paper that will describe the area(s) of the **ACA Code of Ethics** that is/are related to the dilemma. Students must provide a resolution to the dilemma, demonstrating the use of an **Ethical Decision Making Model from COUN 5004**. Students will provide the underlying ethical dilemmas, citation of appropriate professional standards and guidelines, consideration of the cultural context, other action steps or considerations as discussed throughout your coursework. This should be submitted in APA format (a rubric is uploaded in the connect module)

E. Intake Interview, Mental Status Examination, and SOAP Notes (10 points): (Course Objective 6)

Students will develop an intake interview by using the internet, and their textbook (p.73) to design their own intake interview. Students will then conduct their interview on a client at their site after getting consent from the client. This intake can be tailored to your population. During the intake, students will use the mental status examination (p.77) as a part of the intake process. Other assessment measures to assess the presenting concerns of your client. (e.g. SASSI, Beck Anxiety Inventory, Beck Depression Inventory). Students will then write a case note for the intake session in SOAP format.

F. BIRP Notes and DSM 5 Diagnosis (10 points): (Course Objective 6)

Students will use the same case to develop a case note in different format (BRIP). Students will use the DSM 5 along with the assessments, intake interview, and mental status examination from the previous assignment to determine the client's diagnosis. These will be turned in to Connect.

G. Suicide Risk Assessment (10 points) (Course Objective 9) Students will read, research, and learn how to assess risk for suicide. Suicide Risk assessments are uploaded into the connect module for students to practice at their site, or students will be allowed to use the risk assessment from their clinical sites. Students will come to class prepared to role

play risk assessments (use uploaded information on the module, chapter 9 in your textbook, and any other sources necessary).

H. Treatment Planning (10 points) (*Course Objective 6, 7*) Students will continue to use the same client from the previous assignments (F. and G.) to write a treatment plan. Students may use resources from class, the connect module, the textbook, and other on-line sources as references. Students will upload the treatment plan into the connect module by the due date.

I. Pre/Post Reflection (20 points) (*Course Objective 5, 7, and 8*)

Stahl et al. (2009) divided therapist learning among six categories, including (1) lessons about doing therapy, (2) lessons about self, (3) lessons about clients, (4) lessons about human nature, (5) lessons about the therapy relationship, and (6) the value of supervision, consultation, collaboration, and training. The purpose of your reflections is to give you an opportunity to explore and evaluate your thoughts, feelings, and emotions to help you gauge inter/intrapersonal growth throughout the semester. You may want to relate briefly your thoughts/feelings about an incident of significance (e.g., lecture discussions, session content, conversations with friends, concerns, etc.).

Please consider/reflect on each of these categories as you enter your practicum experience, and again once you have completed your practicum experience. What lessons have you learned thus far? What have you learned about yourself throughout this process? What lessons have you learned about clients, What lessons about human nature? What lessons about the therapeutic relationship, What lessons about the value of supervision/consultation/collaboration/training?

This reflection should be at least 2 pages in length

J. Class Case Presentations and Case Conceptualizations (30 pts) (*Course 3, 5, 7, 8, 9*)

One time during the semester, each student will present a **client case** that includes all of the following:

1. **10-minute segment of a recorded individual session** for the class to listen to and critique: ***must include a minimum of 10 responses from the student counselor – “uh huh” and “I see” do not count as responses.***
2. **Type Script** of the **chosen section** of the recording – copy for each person in the class
3. **Case Conceptualization (format in Connect) – this is to be done in PPT**
4. **Treatment Plan** (one for each person in the class) that suggests your understanding of the client’s issues and your plan of action. Your plan will reflect your theoretical perspective for meeting the client’s needs.
5. **A progress note** for the session you are presenting to the class. To be included with the type script and treatment plan. The progress note should be written in **SOAP Format**.

If you are unable to present your case on the agreed-upon date for any other reason other than illness or approved family emergency, you may exchange with someone else or take a 5-point deduction in score.

K. Time/Activity Logs

Students will keep a record of all Practicum Hours describing the activities that constitute direct and indirect service. Templates of the time log are provided in the Practicum and Internship Handbook. A final log that is signed by your site supervisor, and faculty supervisor will be turned in at the end of the semester.

L. Mid-term and Final Evaluations (*Course Objective 1-9*)

Students will be required to turn in mid-term and final evaluations from the site supervisor. Students will also be asked to conduct a self-evaluation of their skills based on rubric provided in the evaluation. The faculty supervisor will also be submitting a mid-term and final evaluation of the students. Students will **scan/upload these evaluations to Connect by the due date.**

Note: this is a Key Performance Indicator (Standard CACREP II.F.1. and II.F.5.)

M. Assigned Readings

Students will be responsible for any additional assigned readings throughout the semester.

ASSESSMENT

This semester is based on a Pass/No Credit evaluation system. Students who demonstrate limitations that might impede future performance as a counselor, who consciously violate ethical standards, and/or are ineffective and/or harmful to clients will not receive credit for this class. The assessment process is based on the subjective assessment of the faculty and the site supervisor. Students may be given the opportunity to repeat practicum at a different site or they may be asked to leave the program. Students, upon the recommendation of the site supervisor or faculty member, may be provided with a plan of remediation before completing an additional semester of practicum.

Ethical Case Scenario	10pts
Intake Interview, MSE, and SOAP Note	10pts
BIRP Notes and DSM 5 Diagnosis	10pts
Suicide Risk Assessment	10pts
Treatment Planning	10pts
Pre/Post Reflection	20pts
Case Presentation	30pts
Total	100pts
Pass Grade	80/100pts

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedures

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify Ms. Lindsay Shaughnessy, Director of the Panther Academic Center for Excellence (PACE) and Coordinator of Accessibility Services at accessability@lagrange.edu or 706-880-8652.

Current Course-Related Research

Foster, T., Steen, L., O’Ryan, L., & Nelson, J. (2016). Examining how the Adlerian life tasks predict anxiety in first-year counseling students. *The Journal of Individual Psychology, 72*(2), 104–120.
<https://doi.org/10.1353/jip.2016.0009>

Sackett, C. R., & Lawson, G. (2016). A phenomenological inquiry of clients’ meaningful experiences in counseling with counselors-in-training. *Journal of Counseling & Development, 94*(1), 62–71.
<https://doi.org/10.1002/jcad.12062>

Ronnestad, M. H., & Skovholt, T. M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling & Development, 71*(4), 396–405.
<https://doi.org/10.1002/j.1556-6676.1993.tb02655.x>

Learning Objectives	How/where covered and measured
Upon completion of this course, students should be able to:	
CO 1	Practicum site; Counseling Practicum Evaluation Form
CO 2	Practicum site; Counseling Practicum Evaluation Form
CO 3	Practicum site; Counseling Practicum Evaluation Form; Faculty evaluation form

Date		Topic/Chapter	Due Date
Week 1	8/22	Syllabus Overview, Forms, One Drive Folder	
Week 2	8/29	(Progress Notes) Meet Via Teams	Pre-Reflection Due
Week 3	9/5	No Class- Labor Day	No Class You will still need to go to your site this week per your site
Week 4	9/12	Ch. 9 (Crisis Intervention/Suicide Risk)	Ethical Case Scenario Due
Week 5	9/19	Ch. 8 (Managing Stress) Treatment Planning Meet Via Teams	Intake, MSE, SOAP Note Due
Week 6	9/26	Ch. 10 Protecting Yourself	
Week 7	10/3	Ch. 11 (Terminating Clients) Meet Via Teams	DSM 5 Diagnosis for client BIRP Note due for 2 nd session
Week 8	10/10	Present and Role Play suicide risk assessment to the class Meet Via Teams	Mid-Term Evaluations Due -Site Supervisor Eval -Self Eval
Week 9	10/17	No Class, Fall Break	
Week 10	10/24	Case Consultation Preparation	
Week 11	10/31	No Class- Happy Halloween	Treatment Plan for client due
Week 12	11/7	Case Presentation Meet Via Teams	
Week 13	11/14	Case Presentation	
Week 14	11/21	No Class-Happy Thanksgiving	
Week 15	11/28	Case Presentation Meet Via Teams	
Week 16	12/5	Meeting on TEAMS	Post-Reflection Due Final Evaluations Due

				<ul style="list-style-type: none">-Site Supervisor Eval-Self Eval-Student Eval of site
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The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.