PRE 842: Counseling Practicum, Fall, 2012

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Location: 616 JRP

Doctoral College Teaching Consultant:
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Schedule: Wednesdays, 9:00 - 11:50

Course Description from the Graduate Catalog

This course is taken as one of the last courses in the master’s degree counseling program. The primary purpose of the course is for the student to develop individual counseling skills while functioning in a counseling setting. In addition to individual skills, students are also encouraged to participate in group counseling and other counseling related activities within the particular counseling setting.

Course objectives

The department has proposed certain performance expectations for practicum students:

1. To be able to develop and sustain a basic helpful relationship with clients that is characterized by respect, trust, warmth, and regard for the client as a person.
2. To be able to focus on the central concerns of the client and not get lost in peripheral issues.
3. To be able to locate and use appropriate sources of information (e.g., test information, occupational/educational information, referral sources) needed to assist the client.
4. To be able to separate your concerns and agendas from those of the client.
5. To understand and honor individual and cultural diversity issues as they present themselves in your work with clients and supervisors.
6. To be able to establish and manage with clients appropriate and manageable goals.
7. To be able to conceptualize the process and direction single counseling interviews take, as well as the overall direction of work with a client.
8. To give and receive constructive feedback regarding your work as well as that of other students in practicum.
9. To learn to use a variety of strategies in appropriate and purposeful ways.
10. To develop a clear sense of professional and ethical conduct in your work.

The Joint Council on Professional Education in Psychology (JCPEP, 1990) recommended the following criteria for student readiness for internship training:
1. the ability to apply theoretical knowledge
2. empirical skills in critical thinking
3. mastery of basic assessment and intervention techniques and procedures
4. conduct in keeping with the ethical principles of psychologists
5. effective interpersonal functioning
6. the ability and willingness to utilize supervision in a constructive manner
7. sensitivity to issues of human diversity (e.g., gender, race, ethnicity, SES, lifestyle)

These criteria represent the consensus position of the membership of JCPEP, who represent the major APA practitioner divisions and other organizations concerned with professional preparation for the practice of psychology—specifically, divisions 12 (clinical), 16 (school), 17 (counseling), 29 (psychotherapy), 35 (psychology of women), 39 (psychoanalysis), 42 (independent practice), 43 (family), 44 (lesbian and gay), APA of Graduate Students, APPIC, CCPTP (counseling), CUDCP (clinical), and NCSPP (professional). It is reasonable, therefore, to keep these readiness criteria in mind as you reflect on your practicum and other supervised clinical experiences.

Practicum site expectations

The clinical and professional opportunities available to students on-site will differ among the various sites. Since this is a counseling practicum, it is expected that the bulk of your time on-site will be spent counseling individuals— in individual sessions or in groups. However, I also expect and hope that you will become involved in other aspects of your setting including, but not limited to: (a) attending case/staff conferences, (b) familiarizing yourself with the assessment tools and practices used in your setting, (c) involving yourself in programs the setting has in progress, (d) participating in organizational/administrative functions, (e) consulting with other personnel, and (f) familiarizing yourself with the setting's referral sources (g) working to improve the service.

The actual number of clients you see, as well as any additional clinical/professional experiences in which you may be asked or required to participate, will be determined by the setting. As a general rule for this course, however, you are expected to be on-site a minimum of one day (8 hours) per week and to carry an average on-site case load of 4 clients (one-hour sessions) per week. For doctoral students, anything less than that may jeopardize your eligibility for internship. If at any time you have difficulty meeting this expectation, please let me know IMMEDIATELY. If possible, I will arrange supplemental client hours through CLEOS.

Recently, the faculty approved the policy that across the two-semester sequence of 842-895 or 842-948, students must accrue at least 100 face-to-face contact hours before they will be eligible to receive a grade for the second semester.

Supervision

It is an expectation of this department that your practicum site will provide you with an on-site supervisor and at least one hour of individual supervision each week throughout the semester. Additionally, it is an expectation that you will be permitted to record (audio and/or video) your sessions with your clients. Ideally, those tapes will be available for review on campus as a part of
your practicum. IF YOU CANNOT RECORD SESSIONS, YOU CAN FULFILL THIS REQUIREMENT THROUGH LIVE SUPERVISION DURING ON-SITE PRACTICUM CLEOS ACTIVITIES

Your on-site supervisor and I have very clear dual obligations, and it is important for you to keep both of these obligations in mind as you receive supervision and consultation feedback:

1. We have the obligation to you to provide you (within the constraints of time and resources) with the assistance you need to prepare for eventual practice and to develop into a competent counselor or psychologist. Neither of us will expect you to become a seasoned clinician by the end of practicum; but each of us will expect you to be inquisitive and open, willing to take reasonable risks, gaining in skill, and developing a sense of professional competence. You, in turn, may expect us to provide you with assistance in developing your professional competencies and identity.

2. We also have an obligation to the clients who come to you for assistance--to assure to the best of our ability that the services that you render are appropriate and helpful. In my practicum section, I will defer to the site supervisor in terms of case management, and in my work with you will focus on the development of your skills.

Individual Consultation

In addition to your on-site supervision, I or one of the College Teaching Consultants will meet with you weekly for one hour to focus on specific skill development. While we will be discussing specifics of your sessions, we will be trying to develop or improve skills you are using in your work generally. Responsibility for supervision of your CASES is completely in the hands of your on-site supervisor, and if anything that gets suggested in class or in our consultations should ever conflict with anything your site supervisor is telling you, it is YOUR responsibility to let me know that at once.

It is my intention as your faculty consultant to make every hour of supervision count. Every supervisor has a different style, and mine is active, counselor-focused, and skill focused. IN ADDITION, IN THIS PRACTICUM CLASS WE HAVE LIVE SESSIONS. In supervision, we will practice assessment, relationship building, interpretation, goal-setting, problem-solving, interventions, and termination. Please come prepared to every supervision session with the materials requested and ready to demonstrate your knowledge and skills. Sometimes we will have double sessions with another student so that we can use roleplays for learning.

Class Sessions: Our class sessions are intended to be both instructional and consultative in nature:

They will be instructional in that we will try to spend a part of each session discussing some topic central to professional practice. A part of this will include brief student presentations. The presentation of topics will be the shared responsibility of everyone in the class. The presentations
should be applied in nature and should be of general interest to the entire class. The topic may be
an issue, intervention, test, or assessment strategy, type of client, etc. You may choose to make a
formal presentation, lead a discussion, or use some other presentational strategy. Regardless of
your approach, however, you should be prepared to serve as the resident expert on the topic.

The sessions will be consultative in the sense that you will be expected to present cases for
review and discussion. The consultative aspect of these sessions serves the purposes of:

- sharing with others the kinds of clients with whom you are working, your style and
  strategies as a counselor in training, and the peculiar difficulties that you
  experience in your work with clients;
- receiving support and assistance in developing skill areas;
- receiving feedback concerning possible effects you are having on your clients;
- allowing others to learn from you; and
- extinguishing the anxiety each of us feels about presenting our work to others.

Each student will be required to make AT LEAST ONE case presentations. These should include

(a) a brief introduction to the case--including a description of the client and the circumstances
    that brought her/him into counseling.

(b) a summary and conceptualization (theoretical integration) of the case to date--including:

   1. a summary of the psychological, social, medical, etc. factors relevant to the case;
   2. an integrative summary of any assessment information that you have acquired
      (share profiles/protocols with the class when possible);
   3. a summary of what you have done and what you are doing to assist the
      client with her/his concerns, and why (i.e., a case process conceptualization); and
   4. an analysis of the effects of your interventions.

(c) EITHER a 15-minute segment of audio or video tape,
   - OR - a typed transcript of a 15-minute segment of the session.

Although your on-site supervisor will provide your case-specific supervision, you should
come to each class session prepared to review your cases with the group. This requires some
preparation on your part. In particular, be prepared to provide a summary of each of your cases
to date, and your conceptualization of the cases. Be prepared to discuss what you think is going
on with your clients and why, what you are doing with your clients and why, and what sort of
help or assistance you think you need in order to work more effectively (and efficiently) with
your clients. Review your sessions and identify those areas/interactions/issues that concern you
and on which you want the help of the group. Most weeks you will only get to present a
minimum amount of information about a subset of the cases with which you are working.
At this stage of your professional development, each of you should be personally and professionally able to share and receive information, suggestions, and other constructive comments with your professional colleagues. It is my expectation that each of you will share in the consultation and instruction of each other throughout the semester.
Evaluation

The previously noted course objectives provide the framework for evaluative judgments concerning students' clinical performance in the course. Clearly, judgments concerning performance relative to these objectives involve an element of subjective/clinical judgment on the part of instructors—this is inherent in any clinical course. In order to try to control for possible misperceptions, early and ongoing evaluation is important; and we will do our best to provide you with this.

Although it is our intent to be supportive and encouraging, evaluative feedback may not always be positive. That is, some of the feedback that you receive will require (or at least encourage) you to accommodate and change. Although you are probably doing much that is clinically correct, our expectation is that you will develop through your experiences in this course—not that you will stay the same.

In the end, the largest part of your final evaluation will reflect where you are in your professional development by considering the course objectives in two ways:

1. How much and what kinds of progress has the student made?
2. Where is the student at the end of the course?

In addition, however, you are expected to:

1. attend each class session—coming prepared to discuss readings, cases, etc.
2. carry an average client load of 4 clients per week
3. tape record each session with every client (if allowable at your site)
4. do research appropriate to the clients/issues with which you are dealing
5. attend weekly supervision sessions with your on-site supervisor
6. attend weekly consultation sessions with me or your doctoral student consultant
7. keep a log of all practicum-related activities
8. provide constructive feedback to peers, receive feedback from peers, supervisor, consultant, and instructor non-defensively
9. behave and dress professionally, and adhere to the practice and ethical standards of the profession at all times
10. present the cases and content presentations described earlier in the syllabus.

Categories from the end-of-semester evaluation

I. RELATIONSHIP WITH CLIENT
   Attending behaviors, Empathic responses, Expert and Referent responses, mutual goal setting
II. COUNSELING TREATMENT AND TECHNIQUES
   Assessment, Interpretation, Immediacy, Feedback, Roleplaying, Mindfulness, Relaxation, Cognitive techniques, Behavioral Techniques, Strengths-Based Approaches, others.
III. CONCEPTUALIZATION
   Case conceptualization, hypothesis development, decision-making
IV. CULTURAL AND INDIVIDUAL DIVERSITY  
   a. Nonsexist counseling  
   b. Cross cultural strategies  
   c. Dealing with religious and spiritual issues  
   d. Sexual orientation issues  

V. RELATIONSHIP WITH SUPERVISOR  
   a. Preparation for meetings  
   b. Openness to feedback  
   c. Implementation of feedback  
   d. Appropriate communication of concerns  

VI. ETHICS AND PROFESSIONALISM  
   a. Adherence to APA and ACA code of ethics  
   b. Treating each colleague and client as a person of dignity  
   c. Dressing, speaking, and behaving as competent, reliable person of goodwill  

VI. CASE MANAGEMENT  
   a. Completing all case notes in a timely fashion  
   b. Following through on commitments to the client  
   c. Using theory and research to support all of your interventions  

VII. RELATIONSHIP WITH COLLEAGUES  
   a. Taking careful notes when listening to case presentations  
   b. Giving appropriate feedback that is specific, behavioral, and constructive  
   c. Active listening during feedback, nondefensive responsiveness  
   d. Observing confidentiality concerning all interactions in practicum class.  

Course requirements will be weighted as follows:  
   20% Improvement of skills in individual counseling (I,II, III, IV)  
   20% On-site activities  
   20% Case Presentations (IV, VI, VII)  
   20% Class participation (VII)  
   20% Use of supervision and consultation (V)  

You must make satisfactory effort toward all course requirements in order to pass the course.
Goals and Objectives of KU's Counseling Psychology Program

GOAL I: THE PROGRAM PRODUCES GRADUATES WHO ARE COMPETENT SCIENTIST-PRACTITIONER GENERALISTS.
Objective #1. Graduates are capable of synthesizing and integrating psychological theory, research, and practice.
Objective #2. Graduates are knowledgeable about and capable of generating original research and scholarship.
Objective #3. Graduates are knowledgeable about and clinically competent in the areas of assessment, diagnosis, treatment, and supervision and consultation.
Objective #4. Graduates understand and embrace the importance of cultural and individual diversity in their clinical and scholarly work.
Objective #5. Graduates are capable of identifying and responding appropriately to legal and ethical issues that may arise in their roles as counseling psychologists.

GOAL II: THE PROGRAM PRODUCES GRADUATES WHO HAVE FOUND A PARTICULAR PATH WITHIN THE SPECIALTY OF COUNSELING PSYCHOLOGY, ABOUT WHICH THEY ARE BOTH COMPETENT AND PASSIONATE.
Objective #6. Graduates have a clear sense of professional identity as counseling psychologists.
Objective #7. Graduates have begun to develop an identifiable area of professional interest and expertise within counseling psychology.

GOAL III: THE PROGRAM PROVIDES A POSITIVE PROFESSIONAL LEARNING ENVIRONMENT CHARACTERIZED BY COOPERATION AND RESPECT, WITH AN EMPHASIS ON THE DEVELOPMENT OF INDIVIDUAL STRENGTHS AND ON PROFESSIONAL COLLABORATION.
Objective #8: The program provides a supportive environment that respects and encourages individual student strengths, goals, and life balance.
Objective #9: Students display professionalism in their relationships with faculty, staff, and peers that will enable them to flourish in multiple career settings.