Instructor: Kristen Hensley, Ph.D.

Doctoral Student Consultants: Alison LaFollette (alisonlafollette@ku.edu) and Toy Jones (toyjones@ku.edu)

Hensley’s Phone and E-Mail: (816) 589-0514 (cell)   (785) 864-9653 (KU office)
Email: kbast@ku.edu

Office Hours: Tuesdays 12-3 in CPS (Room 130R JRP) and by appointment (preferred)

Class Schedule: Tuesdays 9:00am – 11:50am

Location: 622 JRP

Text: Interviewing For Solutions, 3rd Ed. (2008) Peter De Jong and Insoo Kim Berg; Other readings as assigned.

NOTE: Students are required to carry professional liability insurance during their enrollment in practicum. (This requirement was stated on your practicum pre-enrollment forms.) Evidence of insurance coverage is to be presented to the instructor no later than the second class session. Insurance is available through the APA or ACA to student members. Students will not be permitted to begin seeing clients until proof of insurance coverage is provided. This is for your protection.

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code,

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework

Introduction to the Course:

Welcome! This practicum represents the culmination of your program’s formal instructional experience and, for most of you, the beginning of your professional career as a counselor. In this regard, your performance in this course serves as a “benchmark” for the program and for prospective employers or other graduate programs. Equally important, it should also serve as a “benchmark” to you with respect to (a) your ability to retrieve and apply the concepts, rules, and clinical strategies that you have learned in your previous didactic and lab work, and (b) how much more there is to learn…

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 their particular counseling setting.

Course Objectives:

The department has the following 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 and work 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 be able to establish with clients appropriate and manageable goals.

6. To be able to conceptualize the process and direction single counseling interviews take, as well as, the overall direction of work with a client.

7. To give and receive constructive comments regarding your work, as well as, that of other students in the practicum.

8. To learn to use a variety of strategies in appropriate and purposeful ways.

9. To develop a clear sense of professional and ethical conduct in your work.

**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 -- primarily in individual sessions, but it may also include counseling in groups, couples, psychoeducational work, etc. 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 conference, (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 and administrative functions, (e) consulting with other personnel, and (f) familiarizing yourself with the setting’s referral sources.

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 dictated by the setting. As a general rule for this course, however, you are expected to be on-site the equivalent of at least 1 ½ to 2 days (15-20 hours) per week and to carry an average on-site case load of minimum 4-5 clients (i.e. 4-5 one-hour sessions) per week. (NOTE: Within some settings, counseling sessions must, out of necessity, be more limited in length. In such settings, you should expect to hold a greater number of appointments in order to accrue the necessary client contact hours.) Given the length of the academic term, this works out to an expectation of at least 50 hours of direct client contact during the semester. Anything less than this will jeopardize your timely completion of this practicum. If you are unable to collect at least 50 hours of direct client contact this semester at your site, you will be given an Incomplete for Practicum. It is important that you make this 50 hour minimum an expectation for yourself and that you share it with your on-site supervisor. If you anticipate or find yourself having difficulty meeting this expectation, please let me know—IMMEDIATELY.

The following is what is stated in the CPSY student handbook:

**Minimum Contact Hours**

Students are expected to accumulate a minimum of 100 direct face-to-face/clinical hours over the course of a 2-semester practicum (842/895 or 842/948). Direct client contact can include individual, group, couples, and family therapy. In addition to the actual therapy sessions, direct client contact can also include intake interviews, educational and psychological testing (conducted on a one-on-one basis), the taking of psychosocial histories, and anything where there is an interface between the client and the therapist, or collateral contact with the client’s family. At least 25 hours of this 100 must be conducted in one-on-one or couples counseling sessions (not in group
therapy and not in assessment). Non-contact hours can fall into a large group of activities like charting, staff meetings, and case conferences, supervision, and session preparation. Students failing to meet this contact hour minimum will not successfully complete practicum. Student progress in practicum toward meeting the requirement will be monitored by the practicum instructor and the Practicum Coordinator. If a student has not accrued 50 face-to-face hours by the time grades are submitted in the fall, the instructor will assign a grade of Incomplete. Once the student has reached 50 hours in the spring semester and is progressing adequately in practicum, the grade will be changed to Satisfactory. Some sites start out slower than others, as they have more extensive training or have students observe prior to seeing clients, so it is not uncommon for students to reach the 50 hour milestone early in the spring semester.

Students are **required to keep an ongoing log of all of their practicum activities.** Copies of the program’s practicum documentation forms can be found in your student handbook or on the PRE department website. Practicum activities are to be recorded on the appropriate Practicum Summary Sheet and signed by you. Please make a copy of these sheets for your records, as the original will be put in your department file.

**Supervision:**

The department expects that your practicum site will provide you with an on-site supervisor who will (a) orient you to the setting, the clientele, the procedures and expectations for professionals operating in that setting, (b) be available to you on-site to assist you in handling immediate clinical concerns or problems with your clients, and (c) provide **at least one hour of individual supervision each week throughout the semester.** This person is your formal clinical supervisor - having direct legal and professional responsibility for your work with clients. 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. None of us can afford for you to be receiving mixed signals about how you are to be handling your cases. The focus in our consultation sessions is on generic skill development, though we are using your cases as a starting point for which skills to work on.

Additionally, it is an expectation that you will be provided with suitable counseling space (e.g. a private room), and permitted to tape record (audio and/or video) your sessions with your clients and that these tapes will be available for review on campus as part of your practicum. (It is not an expectation that the site provide you with recording equipment, however). If any of these expectations cannot be met on-site, please let me know IMMEDIATELY.

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 supervisory 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 your practicum experience and to develop into a competent counselor. 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. Although we are concerned about your development as a counselor, we must also be intensely concerned about the affects you have on your clients.

**Individual Consultation:**

In addition to on-site service and supervision commitments and class (practicum seminar) expectations, it is a departmental requirement that each student schedule and receive a **minimum of one hour of individual consultation** with the course instructor or an advanced graduate teaching assistant every week. For students in their initial practicum, **weekly** individual consultation is considered desirable and will be expected. If, in the opinion of the instructor, additional consultation is needed to assure meeting the course requirements and objectives, this will be discussed as needed.
On-site supervisors should provide you with regular (e.g. weekly) individual supervision. If additional on-site supervision is available to you, take it!

**Practicum Seminar:**

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

1) Specifically, you will be expected to present cases for review and discussion. You will be (a) sharing with others the kinds of clients with whom you are working, your strengths and strategies as a counselor, and the challenges that you experience in your work with your clients; (b) receiving support and assistance in working through problem areas; (c) receiving feedback concerning possible affects you are having on your clients; (d) allowing others to learn from you; (e) reducing the anxiety each of us inevitably feels about presenting our work.

Although much of your case-specific supervision will be provided by your site supervisor, 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) a summary of each of the cases to date, and (b) your conceptualization of the cases. Be prepared to discuss what you think is going on 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 counseling tapes and identify those areas/interactions/issues that concern you and about which you want the help of the group, as well as how you are utilizing your strengths with each client; and be prepared to play those portions of your tapes.

At this stage in 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; and it is my expectation that each of you will share in the consultation and instruction of each other throughout the semester.

2) Each student is required to make **2 45-60 minute formal case presentations.** I will provide you with an example. These should be typed up and should include:

   (a) a brief introduction to the case—including a description of the client and the circumstances that brought him/her to 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. a cultural conceptualization of the case
      3. an integrative summary of any assessment information acquired – including profiles/protocols
      4. a summary analysis 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), including a discussion of your strengths, and
      5. an analysis of the effects of your interventions
   (c) With your case presentations, you will provide a tape and typed transcript of at least ten minutes of a counseling session with this particular client. This means that you will type out the client’s comments and your responses to them. You will probably want to select a portion of a session which emphasizes some aspect of your presentation/conceptualization.

3) We will try to spend a part of each session discussing some topic central to the practice of counseling. Some of this information will come from me and some from student presentations. The presentation of topics will be the shared responsibility of everyone in the class, **with each student being responsible for one 20 minute (minimum) presentation.** 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; you may also assign readings. Regardless of your approach, however, you should be prepared to serve as the “resident expert” on the topic. Please utilize your strengths in these presentations and feel free to be creative.

**Evaluation:**
Grading for the course is S-F. In certain circumstances, a grade of I (incomplete) may be assigned. The most likely scenario for this to occur is if you do not meet the minimum 50 hour direct client contact requirement this semester. If you determine that you do not wish to complete the practicum and need to withdraw from the course, it is imperative that you let me know as soon as possible and go through the formal withdrawal procedures for the university.

The previously noted course objectives provide the framework for evaluative judgments concerning students’ clinical performance in the course. Clearly judgments concerning students’ clinical performance relative to these objectives involve an element of subjective/clinical judgment on the part of instructors/supervisors – this is inherent in any clinical course. In order to try to control for possible “misperceptions” by the instructor or the student, early and on-going evaluation is important; and I will do my best to provide you with this.

Although it is my intent to be supportive and encouraging, evaluation 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 I am confident that much of what you will be doing will be clinically “correct,” my 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 development as a counselor/psychologist 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 minimum 4-5 clients per week (50 contact hrs. for the semester)
3. video or tape record each session with every client
4. do any assigned readings and do outside research appropriate to the clients issues with which you are dealing
5. attend weekly supervision sessions with your site supervisor and with your class consultant
6. keep a log of all practicum activities
7. provide constructive feedback to peers and receive feedback from peers and supervisors/consultants non-defensively
8. behave professionally and adhere to the practice and ethical standards of the profession (ACA/APA) at all times
9. write 2 reflection papers (2 pages minimum each) throughout the semester based on your experiences as you go through this semester and on what you are learning about yourself as a counselor, what you are struggling with, what your strengths are, etc. These papers are to help keep track of your thoughts and your growth in order to make writing your monograph easier (and for reflection); I will provide you with discussion points.
10. develop a 5 page (minimum) monograph on your personal theory of counseling and therapy. This is meant as an informal presentation of your ideas about what ACTUALLY happens in counseling and what role you then see yourself playing. I intend this as an aid in focusing your thinking about the activity in which you are engaging. This is due towards the end of the semester so we can discuss them in class.
11. 2 formal case presentations; preparation of “informal” case presentations as assigned
12. 20 minute topical presentation and other class activities

Course requirements will be weighted as follows:

- Individual counseling, on-site activities, and supervision/consultation – 50%
- Case Presentation(s) – 20%
- Journal entries/Monograph -10%
- Class participation (including discussions, feedback, presentations, and role plays) – 20%

You must make satisfactory efforts toward all of the course requirements in order to pass the course.
Tentative Class Schedule

08/21: Course Introduction/ Review of Syllabus/ Introductions and Discussion of Expectations

08/28: **Proof of Insurance and Supervisor Info Due**/ Ethics and Confidentiality Review/ Text Discussion/ Site Reports and Initial Case Discussion
   Read Chapters 1, 2, and 3

09/04: Intake Interviews and Effective First Sessions/ Text and Case Discussion/ **Topical Presentations Begin**
   Read Chapters 4, 5, and 6

09/11: Second and Subsequent Sessions/ Case and Text Discussion/ Topical Presentations
   Read Chapters 7 and 8

09/18: Suicide, Self-Harm, and Crisis Intervention Review / Text and Case Discussion/ Topical Presentations
   Read Chapters 9 and 10

09/25: Self Care/ Text and Case Discussion/ Topical Presentations
   Read Chapters 11 and 12

10/02: Text and Case Discussion/ Topical Presentations End/ **Case Presentations Begin**/ Reflection Paper #1 Due
   Review Chapters 13, 14, and 15

10/09: **Fall Break-No Class**

10/16: Text and Case Discussion/ Case Presentations

10/23: Text and Case Discussion/ Case Presentations

10/30: Text and Case Discussion/ Case Presentations

11/06: Text and Case Discussion/ Case Presentations

11/13: Text and Case Discussion/ Case Presentations/ Reflection Paper #2 Due

11/20: Text and Case Discussion/ Case Presentations

11/27: Case Presentations/ **Monograph Due** and Discussed/ Case Discussion

12/04: Final Class-**All Paperwork Due**/ Wrap-up Case Discussions/ Evaluations