



*California State University, Sacramento
Department of Counselor Education*

Practicum Handbook

Fall 2011

Note: Students are required to attend mandatory Advising Night each semester prior to enrollment in Practicum. Dates: a designated Friday evening in November for enrollment the following Spring semester, and a designated Friday evening in April for enrollment the following Fall semester. Please see Department Website postings each semester for exact dates and times.

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PRACTICUM OVERVIEW

PRACTICUM

Students are required to complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling and assessment skills under direct clinical supervision (CACREP*, 2009). The student's practicum must include all of the following:

1. 40 hours of direct service with clients, including experience in individual counseling and group counseling;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
3. an average of one and one half (1½) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. evaluation of the student's performance throughout the practicum including a formal evaluation, *Basic Counseling Skills Evaluation*, at the midterm and end of the practicum experience.

Students who do not satisfactorily complete all of the requirements of practicum will not be permitted to enroll in fieldwork.

**The Council for the Accreditation of Counseling and Related Educational Programs.*

Practicum Experiences

One course meets all of the CACREP requirements for practicum experiences: *EDC 475: Practicum in Counseling*. EDC 475 hours may only be accrued during the semester in which the student is enrolled in this course and under the direct supervision of Department faculty. **Students must earn at least 100 clock hours (at least 40 direct contact hours) of practicum experiences in EDC 475 and receive credit for the course before they will be permitted to enroll in EDC 480: Field Study in Counseling.** At least 30 hours will be arranged outside of the regularly scheduled class time and will be coordinated by the student, the supervisor of record and the contact person at the assigned site or sites. (Note: Due to holidays and other reasons for canceled sessions, it is recommended that instructors hold their initial orientation with their class the week *prior to* the start of the semester.)

EDC 475: Practicum in Counseling

The practicum experience involves having students provide counseling services to clients from the community under direct supervision of Department faculty. Practicum students will gain experience with a variety of clients: individuals (adult and/or child), couples, families and/or groups. School Counseling students will see all of their clients at designated school sites within *Natomas Unified*, *San Juan Unified*, or *Sacramento City Unified* school districts. Career Counseling and MFT Students will see clients primarily at the *Center for Counseling and Diagnostic Services*. In addition to their primary sites, MFT and Career students will earn a portion of their hours in designated agencies and schools in the community in order to meet the minimum 40 direct contact hour requirement. **Specialization Coordinators are responsible for coordinating the practicum sites for their EDC 475 sections.** Each EDC 475 instructor will establish and maintain contact with assigned sites.

Hours Defined

Direct Hours involve direct interaction with clients and include the application of counseling, consultation, or human development skills. Practicum students may only count face-to-face counseling or clinical consultation performed in a confidential setting as direct contact.

Supervision Hours include all interactions with one’s supervisor that involve receiving a combination of the following: consultation, counseling, instruction and evaluation of clinical and administrative skills. (Please see *Supervision* section of this manual for important definitions related to supervising students.)

Miscellaneous Hours involve *all other duties and experiences* related to field study that do not fall into the ‘direct contact’ or ‘supervision’ categories, including administration. *Administration* involves scheduling, attending school/agency meetings, writing case notes, research/preparation for sessions, room set-up/clean-up, etc.

Total Hours are the sum total of all direct contact, supervision and miscellaneous experiences.

Hours Calculated

EDC 475: PRACTICUM	Hours		TOTAL PRACTICUM HOURS
	Direct Contact	Miscellaneous	
Regular Site			
<i>Two to Three Hours of Counseling Sessions per Week (2 hours X 14 OR 3 hours X 14 weeks)</i>	28-42	--	28-42
<i>Preparation, Clean-Up, Case Notes and Administration (1hour X 14 weeks)</i>	--	14+	14+
Additional Site (for additional hours)			
<i>Other Direct Hours Performed in K-12 or Agency Settings</i>	0-12+		0-20
<i>Preparation, Clean-Up, Meetings and Administration</i>	--	+	+
Off-Site Administration			
<i>Research, Writing Case Studies, Evaluation Summaries, etc. (1 hour per week X 14 weeks)</i>	--	14+	14+
Supervision			
<i>Individual/Triadic (14 weeks X 1 hour)</i>	--	13 <u>min</u>	13+
<i>Group (1st week = 4 hrs of prep/orientation) + (14 weeks X 1.5 hrs)</i>	--	21 <u>min</u>	21

** 40 min ** Direct Hours	60+ Miscellaneous	** 100 min ** TOTAL HOURS
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1. All hours for EDC 475 must be entered on a single Practicum Timesheet (see page 21) and be endorsed by the student and the instructor/supervisor of record.

2. Students must earn a minimum of 100 clock hours (minimum of 40 direct contact hours) of practicum experiences (at one or more sites) and pass EDC 475 before they are permitted to enroll in *EDC 480: Field Study in Counseling*.
3. Students must receive an average of one hour per week of individual or triadic supervision AND one and one half hours per week of group supervision, with a minimum total of 13 hours of individual/triadic supervision and a minimum total of 21 hours of group supervision.

District Screening for School Specialization

All school and some MFT and Career students will be working with children or adolescents at designated training sites within the Natomas Unified School District, Sacramento City Unified School District, and San Juan Unified School District for their practicum class. Since these practicum students will provide counseling services to children and personnel within the District, they will be required to pass a **District screening**, which entails being fingerprinted and taking a tuberculosis (T.B.) test. Each District generally only accepts fingerprints obtained through the respective District. If you know you have dealt with the Commission on Teacher Credentialing in the past, please call 1-888-921-2682 to see if you need to be fingerprinted again. T.B. tests may be performed elsewhere, but the printed results must be submitted to the respective District. Students are required to have passed the screening prior to the start of the semester in which they are enrolled for the course. **STUDENTS MAY NOT WORK WITH CLIENTS UNTIL THEY HAVE PASSED THE DISTRICT SCREENING.**

Liability Insurance

Each individual practicum student is required to purchase professional liability insurance. The practicum student is providing services to the public and, therefore, runs the risk of having lawsuits brought against him or her. Students may obtain liability insurance through a variety of organizations at a low student rate. Recommended providers include Healthcare Providers Service Organization (HPSO; www.hpso.com; \$20), CPH & Associates (www.cphins.com; \$25), and American Counseling Association Insurance Trust (ACAIT; www.acait.com; \$35). Students must present a copy of their Certificate of Insurance to their specialization coordinator prior to beginning practicum.

Student Prerequisites

Students must petition with the Department, be officially approved by specialization faculty, and be administratively added to practicum courses. Prior to enrolling in EDC 475, students from all specializations are required to successfully complete the following prerequisite courses: ***EDC 210: Multicultural Counseling; EDC 214: Dynamics of Human Development; EDC 216: Counseling Theory; and EDC 280: Practicum in Communication*** (NO EXCEPTIONS). Additional prerequisites for EDC 475 are listed below based on specialization:

Course	Career	MFT	School
210	X	X	X
212	X*	X	
214	X	X	X
216	X	X	X
219	X*	X	X
231		X	
234		X	
242			X

Course	Career	MFT	School
252		X	X
260	X		
262	X*		
270			X
272		X	X*
280	X	X	X
476		X	

* For the Career Specialization, EDC 212, 219, and 262 must be taken prior to or concurrently with EDC 475. For the School Specialization, EDC 272 must be taken concurrently with 475.

Enrollment in Practicum

Students who have completed all of the prerequisites for Practicum may petition with the department to enroll in the course. A *Petition for Practicum* is attached at the end of this handbook. Students wishing to enroll in Practicum are expected to attend mandatory Advising Night (see Website postings for exact date/time) the semester prior to enrollment for important details. The Department of Counselor Education enrolls students on a first come, first served basis and will start collecting petitions at Advising Night. (Note: Practicum is not available during the summer sessions.)

Confidentiality

Every mental health professional has the obligation to abide by the ethical standards established by his or her profession. The *American Counseling Association's Code of Ethics* states that professional counselors “respect their clients’ right to privacy and avoid illegal and unwarranted disclosures of confidential information” (www.counseling.org/resources/codeofethics). All students are expected to know the *American Counseling Association's Code of Ethics* as well as relevant *California Legal Codes*. Students working in schools are also responsible for knowing the *American School Counselors Association's* code of ethics (which are based on ACA’s code) and the *California Education Codes*. Students specializing in MFT should also be familiar with the *American Association of Marriage and Family Therapy's Code of Ethics*.

Even though there are strong legal and ethical principles involved in the protection of client information, there are limitations to confidentiality. First, professional counselors are ethically obligated to break confidentiality if the client presents a clear and present danger of harming either him/herself or harming others, or reports child abuse or elder abuse. Supervisors are responsible for making sure practicum students and clients are aware of limits to confidentiality. Practicum students should be instructed to notify their supervisor immediately if a client reveals the intent to harm self or others, or if there are reasons to suspect child or elder abuse. Supervisors are responsible for assisting practicum students in making necessary legal reports and/or reports to *Child Protective Services (CPS)* or *Adult Protective Services (APS)*. Students MAY NOT make reports without first consulting with their supervisor(s). Next, students must be educated about of the nature of subpoenas. Although these situations are very unlikely, practicum students and their clients need to be aware of the limitations of confidentiality when a subpoena is issued. Finally, practicum students will be expected to discuss their counseling sessions with their supervisors and with fellow students in the practicum. Students need to be informed that when they hear about other students’ clients, the students are responsible for maintaining confidentiality.

SUPERVISION

SUPERVISION

Supervision is a tutorial and mentoring form of instruction in which a mental health professional, such as a professional counselor, monitors a counseling student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients (CACREP, 2009).

Types of Supervision

1. *Individual Supervision* – a tutorial and mentoring relationship between a supervisor and a student.
2. *Triadic Supervision* – a tutorial and mentoring relationship between a supervisor and two students.
3. *Group Supervision* – a tutorial and mentoring relationship between a supervisor and more than two students.

CACREP requires counseling programs to provide an average of 1 hour per week of individual OR triadic supervision AND 1½ hours per week of group supervision with every supervisee during their practicum experience (i.e., 475).

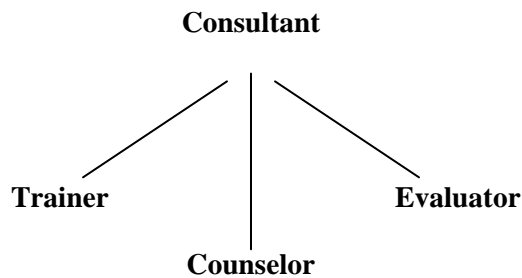
Supervisor Qualifications

The practicum experience is considered to be one of the most critical elements in a counseling student's course of study. All faculty, including clinical instruction faculty and supervisors, must be clearly committed to preparing professional counselors and promoting the development of the student's *professional counselor identity*. According to CACREP (Standard III.A.1–3), each regular or adjunct program faculty member who provides individual or group practicum supervision must have:

1. a doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program;
2. relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling; and
3. relevant supervision training and experience.

Supervisory Roles

Supervisors oversee the work of supervisees through a set of supervisory activities, which include consultation, counseling, teaching and evaluation, with consultation operating as the primary role (Bradley, 1989). For the practicum experience, supervisors will be asked to take seriously their role as an evaluator and use their best judgment to determine a student's readiness for Field Study, and in some cases, determine their appropriateness for the profession of counseling.



Consultant (primary role)

Consultation is characterized by a shared responsibility for learning, with maximal input from the counselor (supervisee) and minimal input from the supervisor. Consultation should be the predominant stance and activity of counselor supervisor. It is the most viable activity. Consultation in the context of counselor supervision should lead to objectives which are mutually agreed upon by supervisor and counselor. Objectives tend to fall into the four categories of:

- Personal problems which are interfering with the counselor's work.
- Concerns about professional development.
- Acquisition of new skills or improvement of existing competencies, and
- Program development, maintenance, and evaluation.

Counselor

With few exceptions, the supervisor (a master counselor) is the most qualified person in the supervisee's professional environment to provide counseling. Furthermore, the supervisory relationship is by definition the right context for facilitating personal development. The issue is not whether to include counseling in the set of supervisory activities but **when** and **how** the supervisor should utilize counseling? When cues become apparent during a consulting activity indicating that the supervisee is struggling with a personal issue, the supervisor can follow the counselor's lead and naturally transition into the counselor role. Several supervisory sessions may be devoted to the concern, or, if extensive treatment is needed, the supervisor can make a referral to another counselor. Once the issue has been adequately addressed, the supervisor will naturally transition back into the role of consultant.

Trainer/Instructor

The differentiating criterion between the consultative stance and that of active trainer is *supervisor input*. When the supervisor is functioning as an active trainer/instructor, the supervisor carries most of the responsibility, with the flow of information and direction being principally from supervisor to counselor, and with counselor input at a minimum. When engaged in consultation, the supervisor can digress to engage temporarily in active training and then return to consultation, just as was done with the counseling activity. (Beginning supervisors sometimes have difficulty finding a balance between training and consultation, staying 'stuck' in the training/instructing/evaluating roles and neglecting the primary role as consultant and the supplementary role as counselor.)

Training and instruction should vary according to the developmental level of the counselor/supervisee:

- **Inexperienced supervisees** prefer that the supervisor give them specific information about how to do counseling. Beginning counselors prefer that the supervisor *teach* approaches that emphasize direct (structured) instruction such as didactic presentations, direct observations of the supervisor demonstrating effective counseling, and written materials describing counseling interventions. Examples of training techniques: teaching basic helping skills, modeling and reinforcement, role-playing and simulation, video and audio taping, direct observation, and case conceptualization. In addition to learning basic techniques, counselors value support encouragement, and understanding as well as honest, constructive feedback from their supervisors.
- **Experienced supervisees** want less emphasis on the mechanics and tasks of supervision and more emphasis on a collaborative sharing of ideas and thoughts. They prefer discussions of theoretical issues, more responsibility for case conceptualization and collaborative supervisory sessions than do inexperienced counselors. Thus, the trainer/instructor role of the supervisor is minimized and the consultant role is maximized.

Evaluator

Evaluation is essential for accountable supervision and for accountable counseling in both administrative and clinical areas. Evaluation can and should be used in conjunction with supervisory consultation without raising the student's anxiety level enough to hamper supervision. *The debilitating fear associated with evaluation is the most pervasive roadblock.* To minimize this fear and optimize the evaluation process the following three conditions must be met:

1. Foremost condition: The targets for evaluation are known to both supervisor and counselor, and the counselor has input into selection of these targets.
2. The counselor is aware of the evaluative procedures, and performs some of them (self-evaluation).
3. The goal of evaluation should be perceived as documentation of success in obtaining objectives and the identification of areas for improvement.

Evaluation is proactive and facilitative rather than being aimed at punishing supervisees whose work is not reaching objectives. The consulting supervisor should encourage counselor self-evaluation, generate cooperative evaluation wherever efficacious, and judiciously apply some evaluatory procedures on a unilateral basis (Bradley, 1989).

Ethical Guidelines for Counseling Supervisors

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Adopted by ACES Executive Counsel and Delegate Assembly

March, 1993

Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to [ACA's current ethical standards](#) and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its [procedures](#) for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

DEFINITIONS OF TERMS:

Applied Counseling Settings - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

Supervisees - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

Supervisors - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

1. Client Welfare and Rights

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

2. Supervisory Role

Inherent and integral to the role of supervisor are responsibilities for:

- a. Monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

- 2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.
- 2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.
- 2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.
- 2.07 Supervisors of counselors should meeting regularly in face-to-face sessions with their supervisees.
- 2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.
- 2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.
- 2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.
- 2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- 2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.
- 2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.
- 2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

3. Program Administration Role

- 3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.
- 3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

- 3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.
- 3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.
- 3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.
- 3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.
- 3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.
- 3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.
- 3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.
- 3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.
- 3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.
- 3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.
- 3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.
- 3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.
- 3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.
- 3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

- a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
- b. Client welfare;
- c. Supervisee welfare;
- d. Supervisor welfare; and
- e. Program and/or agency service and administrative needs.

EVALUATION OF PRACTICUM

- Supervisors are responsible for completing an evaluation for each EDC 475 student at the MIDTERM and FINAL.
- Supervisors will transfer data from each evaluation into the University's online Evaluation Database. (Takes about 5-10 minutes total.) Department Chair will provide you with the link to this database.
- Supervisors will file the *original* copy of each completed and signed evaluation in the student's clinical files prior to end of the semester.
- Make sure to keep a signed copy for yourself and provide a signed copy to each student.

EVALUATION OF PRACTICUM

Evaluation Administration

EDC 475 practicum supervisors are required to complete and submit a *Basic Counseling Skills Evaluation* for each of their practicum students. This evaluation has both quantitative and qualitative components that assess 'counseling skills' demonstrated by the student. The evaluation is used as part of a comprehensive assessment of the students' clinical and professional skills as the student progresses through the program. Supervisors should attach a blank copy of the evaluation to their course syllabus and review with students at the beginning of the semester.

The evaluation is first administered in *EDC 280: Practicum in Communication*, then again in *EDC 475*. Supervisors are required to complete the evaluation two times for each student: once at the midterm and once at the end of each student's practicum experience. The form may also be used as a weekly tool for tracking skill development (i.e. student self-evaluation, peer evaluation, supervisor evaluation of an individual session) throughout the semester.

Completing Evaluations: 4-Step Process

1. Supervisors will complete a *Basic Counseling Skills Evaluation* on each practicum student.
2. Supervisors will review the evaluation face-to-face with each student during individual/triadic supervision. Once reviewed, supervisor and student will both endorse the evaluation. Some supervisors have students complete a self-evaluation using the same instrument and 'compare notes' during the review session. (Note: Evaluations should be shared in a *positive manner* to facilitate discussion and insight into *strengths* and *areas of growth*.)
3. Supervisors will transfer data from each of the evaluations to the University's online *Evaluation Database*. New links are e-mailed to instructors by the Department Chair before the Midterm each semester.
4. Supervisors should make a copy of each evaluation (*Midterm* and *Final*) for the student and file the completed and signed *originals* in the student's clinical file prior to the end of the semester.

Grading

Practicum is graded on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion of all practicum requirements, including demonstration of professional conduct and mastery of basic counseling skills. The supervisor reserves the right to give a *No Credit* grade to students who, in the supervisor's judgment, are not ready to enroll in Field Study. If a student receives a grade of *No Credit*, then the student will be allowed to repeat EDC 475 one time only for credit or a passing grade. If the student receives a *No Credit* grade a second time in the course, the student will be automatically dismissed from the counseling program (please refer to the Student Handbook for additional information). All course grades are submitted online through the University's student management system, *CasperWeb*.

California State University, Sacramento
SAMPLE Basic Counseling Skills Evaluation

Counselor Jane Doe

Supervisor Dr. Sample

Specialization Career Community MFCC School Course EDC 475 Site CCDS

Session # Midterm Date 11-2-07

Evaluation by: Student Supervisor

(Circle the appropriate number for each counselor competency: 5 is high)

Session Management, Attending and Facilitation Skills:	Overall	1	2	3	4	5
1. Began and ended session on time.		1	2	3	4	5
2. Gave timely warning before end of session.		1	2	3	4	5
3. Demonstrated appropriate non-verbal attending skills.		1	2	3	4	5
4. Reflected client's feelings and attitudes with appropriate frequency and accuracy.		1	2	3	4	5
5. Reflected content of client's message with appropriate frequency and accuracy.		1	2	3	4	5
6. Reflected discrepancies in client communication.		1	2	3	4	5
7. Limited self-disclosure, but skillfully self-disclosed when appropriate.		1	2	3	4	5
8. Fostered specific and concrete (rather than general and abstract) communication.		1	2	3	4	5
9. Fostered immediacy in the counseling session.		1	2	3	4	5
10. Demonstrated a variety of responses and techniques.		1	2	3	4	5
11. Set limits appropriately.		1	2	3	4	5
12. Encouraged / empowered client as appropriate.		1	2	3	4	5
13. Returned responsibility / encouraged client's decision making / refrained from giving advice.		1	2	3	4	5
Goal setting and achievement:	Overall	1	2	3	4	5
14. Collaborated with client to establish clear therapeutic goals.		1	2	3	4	5
15. Focused the session around client objectives.		1	2	3	4	5
16. Facilitated movement toward client goals.		1	2	3	4	5
17. Moved neither too slowly nor too quickly for client.		1	2	3	4	5
18. Recognized and effectively addressed resistance.		1	2	3	4	5
Theoretical and other professional knowledge:	Overall	1	2	3	4	5
19. Showed awareness and sensitivity to issues of culture, gender, age, etc.		1	2	3	4	5
20. Showed knowledge of professional literature related to client concerns/issues.		1	2	3	4	5
21. Demonstrated consistent use of counseling theory.		1	2	3	4	5
22. Demonstrated creativity.		1	2	3	4	5
23. Showed understanding of the dynamics of client concerns/issues.		1	2	3	4	5
Personal Skills:	Overall	1	2	3	4	5
24. Presented as a professional counselor and dressed appropriately.		1	2	3	4	5
25. Showed tolerance of stress and discomfort (of own feelings and client's).		1	2	3	4	5
26. Made responses that flowed easily.		1	2	3	4	5
27. Exhibited appropriate self-assurance, confidence, and trust in own ability.		1	2	3	4	5
Outside of counseling sessions:	Overall	1	2	3	4	5
28. Accurately self-assesses.		1	2	3	4	5
29. Takes appropriate steps toward increased education, consultation, referral.		1	2	3	4	5
30. Appropriately receives and uses feedback.		1	2	3	4	5
31. Completes client records promptly, with neatness, thoroughness, and accuracy.		1	2	3	4	5
32. Adheres to ACA Ethical Standards, both in and out of counseling sessions.		1	2	3	4	5

TOTAL = 122

SAMPLE (Continued)
Supervisor's Written Comments / Qualitative Assessment

Include comments regarding your personal assessment of the student's strengths and areas of growth at this point. (Please put an "X" through any lines that are not used below).

Jane has some wonderful strengths and skills coming into the practicum experience, which she appears to be developing further in her work with clients the first few weeks of this semester. She has demonstrated openness and flexibility in her sessions and in supervision. Further, her flexibility was evidence in her ability to cope very well with the fact that she has lost clients and received new referrals a couple of times already (unlike her peers – most who have had the same clients all semester). Despite unexpected turnover in her caseload, she quickly established and maintained a positive working relationship with all of her clients. Jane has a very natural and intuitive way of being with clients and operates primarily from a humanistic framework, allowing the client a lot of room for self-exploration. She also incorporates directive/structured techniques and homework from CBT and includes structured and open-ended art techniques as appropriate. This eclectic approach appears to suit her and she uses it well for this stage of her professional development. Jane's session management skills are developing well and her verbal responses (e.g. feeling/content/reflection of discrepancy) to the clients are fluid and seem very intuitive and natural. A few basic areas of growth for the remainder of the semester are:

- 1) Further develop *nonverbal* attending skills (e.g. knowing when and how to mirror a client's affect with her own facial expressions – eyes, eyebrows, mouth, etc.),
- 2) Develop a range of voice inflections/ tones of expression (e.g. having her tone of voice mirror the client's tone of voice – excitement, disappointment, etc.)
- 3) Although the content of her verbal responses tends to be appropriate, her clients may benefit from a little bit more reflecting and perhaps, a few more open-ended questions in order to facilitate more awareness and insight.
- 4) Further develop her *immediacy* skills (e.g. immediately responding to subtle emotional and behavioral nuances in the client that occur in the present moment.)
- 5) Help clients reflect on their established goals and learn to track their own progress.

Jane is doing well for this stage in her training and her clients are very fortunate to have her warm, caring, accepting and very consistent presence every week.

By signing below, both supervisor and supervisee acknowledge they have reviewed this evaluation together.

Supervisee: *Jane Doe*

Date: *10-13-11*

Supervisor: *Dr. Sample*

Date: *10-13-11*

**California State University, Sacramento
Basic Counseling Skills Evaluation**

Counselor _____ Supervisor _____

Specialization Career Community MFCC School Course EDC _____ Site _____

Session # _____ Date _____

Evaluation by: Student Supervisor

(Circle the appropriate number for each counselor competency: 5 is high)

Session Management, Attending and Facilitation Skills:	Overall	1	2	3	4	5
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30. Appropriately receives and uses feedback.		1	2	3	4	5
31. Completes client records promptly, with neatness, thoroughness, and accuracy.		1	2	3	4	5
32. Adheres to ACA Ethical Standards, both in and out of counseling sessions.		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

TOTAL =

PRACTICUM TIME SHEET

- A blank copy of the *Practicum Time Sheet* should be attached to the syllabus and reviewed with students at the beginning of the semester.
- Students are responsible for completing their own time sheet.
- Each week the practicum supervisor provides his/her initials for verification of duties performed.
- At the end of the term, the supervisor and student will provide signatures at the bottom of page indicating all information is correct.
- A copy of completed/signed time sheets should be provided to students for their personal records.
- Each supervisor is responsible for filing *originals* of all completed and signed time sheets in the students' clinical files prior to the end of the term.

California State University, Sacramento
 Department of Counselor Education
KEY: Practicum Time Sheet

DEFINITIONS: DIRECT CONTACT and SUPERVISION HOURS for PRACTICUM	
<u>Direct Contact Hours</u> Provide counseling/psychotherapy/consultation/guidance	
Individual	See INDIVIDUAL clients for face-to-face counseling/therapy (includes counseling by phone)
Couple/Family	See COUPLES or FAMILIES for face-to-face counseling/therapy
Group	See GROUPS: counseling/psychotherapy, psycho-educational, guidance
Consultation*	Provide consultation, guidance, facilitation to family members, teachers, etc. to achieve client goals (includes consulting by phone)
<u>Supervision Hours for Practicum</u> Receive weekly clinical supervision from EDC 475 instructor.	
Individual/Triadic Supervision	An average of at least one hour of <i>individual</i> or <i>triadic</i> with EDC 475 instructor.
Group Supervision	An average of at least one and one half hours of <i>group</i> with EDC 475 instructor

(*Note: Consultation does not count as direct contact for MFCC Specialization)

MISCELLANEOUS HOURS for PRACTICUM	
<u>Category A:</u> Additional Work On-Site	
Preparing for Client Contact (e.g., brief telephone contacts, getting materials ready, writing letters, completing referral forms, impromptu discussions with on-site personnel or supervisors, answering agency phones)	
Writing Clinical Summaries (e.g., charting, keep logs/progress notes, intake assessments, treatment plans)	
Meetings: Attend staff meetings, clinical team meetings, orientation meetings	
Peer Observation: Observe live or taped counseling sessions	
Work on Program Development/Conduct In-Service Training	
<u>Category B:</u> Additional Work Off-Site	
Do outside research and/or reading related directly to client issues, listen to audio tapes or view video tapes of one's own counseling sessions	
Attend outside Workshops/Lectures/Conferences	

What if a client does not show?

If a student is present for a contact hour and the scheduled client does not show, the student may receive credit for MISCELLANEOUS HOURS by engaging in some of the activities listed above. However, if the hour lost may prevent the student from obtaining the minimum required DIRECT hours for practicum (40 direct hours), then the student must schedule another DIRECT CONTACT session to replace the direct contact hour lost.

SYLLABUS TEMPLATES

Instructors should utilize the following Departmental templates for developing their own practicum syllabus. All course descriptions and course objectives (with their respective CACREP Standards) must be included in the syllabus verbatim. Instructors have permission to personalize certain parts of the syllabus, including some of the course requirements, and should consult with the appropriate specialization coordinator for specific guidelines.

Career Counseling Practicum

EDC 475: PRACTICUM IN COUNSELING (Career)

Course Description

EDC 475 is a clinical course designed to provide students with supervised practice in counseling. Students will counsel three clients per week, followed by case consultation and debriefing in a small group setting. In addition, each student must meet outside of class time for one hour of individual supervision per week. The application of counseling theory, process and appropriate strategies are included.

Course Objectives

Students will:

- Identify and help define the goals, expectations and motivation of clients. (CACREP II.K.3 Human Growth and Development, a.b.c.d.e.)
- Accurately assess the major counseling and career issues related to personal, social, career and educational development. (CACREP II.K.3 Human Growth and Development, c.d. and CACREP II.K.4 Career Development, a.b.d.e.f.h.i)
- Facilitate personal and work environment exploration, self-disclosure, and goal-setting of clients. (CACREP II.K.4 Career Development, a.b.d.e.f.h.i.)
- Observe and meaningfully interpret human dynamics inherent in the behavior of clients. (CACREP II.K.3 Human Growth and Development, a.b.c.d.e.)
- Develop useful treatment strategies and provide appropriate responses to promote and extend growth. (CACREP II.K.3 Human Growth and Development, a.b.c.d.e.)
- Develop skills in conceptualizing the career counseling process, participate in case conferences and writing reports. (CACREP II.K.4 Career Development, a.b.d.e.f.h.i.)
- Demonstrate knowledge of and adherence to professional law and ethics and to the procedures of the Community Counseling Center and/or other centers. (CACREP II.K.1.h.)
- Additionally, students must receive feedback on their counseling skills and their own issues non-defensively; participate fully in-group consultation and give feedback to classmates non-judgmentally.

Students will demonstrate and apply the following knowledge, skills and abilities:

- Establishment of appropriate counseling relationships.
- Definition and clarification of presenting problems, whole-person assessment, and identification of core themes and issues.
- Recognize, monitor, and respond appropriately to cognitive, affective, behavioral and non-verbal components.
- Display knowledge and appropriate uses of variety of counseling theories and theories specific to career counseling.
- Demonstrate knowledge and use of a variety of styles, techniques and skills of counseling.
- Demonstrate the ability to work effectively with client populations with cultural, ethnic, gender, and disability diversity.
- Demonstrate knowledge and use of appropriate referral agencies and resources.

Course Texts/Materials

Required

- Department of Counselor Education (Spring 2008)..*Practicum Handbook*.
- Halbur, Duane A. & Halbur, Kimberly Vess. (2006). Developing your theoretical orientation in counseling and psychotherapy. Boston: Pearson.
- One 90 minute audio tape and one video tape.

Recommended

- Andreas, C. & Andreas, S. (1989). Heart of the mind. Moab, Utah: Real People Press.
- Andreas, C. with Andreas, T. (1994). Core transformation. Moab, Utah: Real People Press.
- Corey, Gerald. (1996). Theory and practice of counseling and psychotherapy. Pacific Grove, CA: Brooks/Cole Publishing Company.

- Egan, G. (1994). The Skilled Helper. Fifth Edition. Belmont, CA: Brooks/Cole Publishing Group. (Copy available in the Counseling Center).
- Fanning, P., & McKay, M. (1987). Self-Esteem. Oakland, CA: New Harbinger Publications.
- Figler, Howard. (1999). The complete job-search handbook. New York: Henry Holt and Company.
- Fibler, H. & Bolles, R. (1999). The complete career counselor's handbook. Berkley, CA: Ten Speed Press.
- Hamel, S. (1999). The Sacramento employment sourcebook, (Copy available in the Counseling Center).
- Meier & Davis. (1997). Elements of counseling. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Pronterotto, J.G., Casas, J.M., Suzuki, L.A. & Alexander, C.M. (1995). Handbook of multicultural counseling. Thousand Oaks, CA: Sage Publications.
- Loeschen, Sharon. (1998). Systematic training in the skills of Virginia Satir. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Tieger P. D., & Barron-Tieger, B. (2001). Do what you are: Discover the perfect career for you through the secrets of personality type. Boston: Little, Brown & Company.
- Zunker, Vernon, G. (1994). Using assessment results for career development.

Texts and materials from 260, 262, 218, 216, and 296 and all other courses:

This course is where all your learnings from all the counseling courses are integrated into one. Set up your home library with all your books and materials for easy access and reference. In addition, each student will be responsible for researching and/or reading literature pertinent to their individual client. For example, if your client is experiencing symptoms of anorexia, anger, depression, etc., read literature pertaining to these issues.

Method of Instruction

Individual/triadic and group supervision of counseling activities with clients.

Course Requirements and Assignments

1. Students must attend ALL of your counseling sessions, and be on time. It is recommended that you plan to arrive each week at least 15 minutes before the session begins. In the case of an emergency, contact your client and the Practicum scheduler as soon as possible before the session. This is extremely important, and failure to do so will result in a no credit grade. Practicum scheduler's phone number is 916-278-6252 for the Counseling Center, or 278-6231 for the Career Center.
 - a. If your client does not show up for a counseling session, observe a classmate's counseling session.
 - b. Meet with client ONCE per week at the assigned time – there must always be faculty coverage when you are meeting with the client.
 - c. Tape record EACH counseling session. Listen to the session prior to writing up your counseling approach for the next session.
 - d. You will be videotaped during one of your counseling sessions at some point in the semester, and reviewed by the class.
2. Students must be able to link theory to his or her counseling practice. See Number 3.
3. **Each week, students must complete a weekly Counselor's report for each client that follows the Case Study Outline (described below). Please give this to the instructor prior to the counseling sessions.** This exercise assists the counselor in multiple ways: it assists you in being fully prepared for each session overall; it ensures the counselor has accurately identified the client's issues and selected appropriate interventions; it aids the counselor in seeing both the big picture and the critical details for evaluating client progress; it helps the counselor to thoughtfully reflect on their own growth and skill development; and, it clarifies the counselor's theoretical approach.
4. **Write a Final Case Summary for each long-term client you see. Summaries are due the week before Finals, at the end of the semester.**
5. This course requires a strong commitment to self-disclosure, self-reflection, giving and receiving positive and critical feedback, sharing and the possibility of feeling vulnerable with practicum members.

6. Finally, each student will be evaluated twice during the semester, using a departmental standardized form that is a part of a longitudinal study of the student's progress throughout the program. This will necessitate at least one additional session with the instructor outside of the regular class schedule.

Evaluation

Grading is Credit/No Credit. The criteria for receiving CREDIT, is listed below, as well as all of the items presented above. In addition, the instructor reserves the right to give an Incomplete or No Credit grade to students who are, in the instructor's judgment, not ready to enroll in Field Study.

ADDITIONAL INFORMATION

Counselor's Case Study Format:

1. **PRESENTING PROBLEM:** Explore/describe presenting problem(s). (Include the client's perception of problem, and your perception of the key issue(s))
2. **BACKGROUND/CLIENT HISTORY:** Conduct comprehensive assessment (personal, social, career, and academic)
 - review work history, education, special training, hobbies, volunteer work;
 - examine health, finances, leisure time, gender issues, family, culture, ethnicity; (Note: this gathering of data continues throughout the semester.)
 - examine work habits, attitudes, and beliefs
 - listen for underlying values, faulty beliefs, and unresolved issues over the lifespan that impact motivation.
3. **KEY ISSUES:** Identify/describe core themes/issues.
4. **GOALS/OBJECTIVES:** Develop objectives (outcomes) for each issue to be dealt with, as agreed upon between client and counselor.
5. **INTERVENTIONS:** Develop/describe strategies/interventions/methods for achieving each objective. Describe how your overall approach is integrative, theory based, and a whole person approach.
6. **SUMMARY OF CLIENT PROGRESS:** Evaluate and summarize progress: client's response and progress, short and long term goals, perceived commitment of the client to the plan, issues effectively addressed, issues needing more work, and potential referrals in the community for continued assistance.
7. **EVALUATION OF COUNSELOR ROLE:** Thoughtfully evaluate your role as counselor. Describe your strengths (take credit for successes!!), specify behaviors/methods you would like to continue to improve upon, and identify other areas for further growth.

Use this outline to write your counseling approach/plan for each client, each week, as well as the final case summaries. The final case summary, however, should be a synthesizing document, that presents an overview of the most pertinent factors affecting the individual, as well as the presentation of a clear profile that assists the individual in identifying a career path. This semester long process will greatly assist you in being fully prepared for your culminating experience in EDC 290!

****Required Weekly Meetings with Instructor (Triadic Supervision):**

CACREP standards require that students meet with the practicum instructor **one hour per week** for individual or triadic supervision. This will be arranged outside of regularly scheduled class time. Students will be required to bring their audio/video tape and the updated weekly case study write-up to each session for review and feedback.

******Additional CACREP Requirements:** *CACREP Standards require that students complete 40 hours of direct client contact prior to field study. A maximum of 28 hours may be obtained from the EDC 475 four hour class period in the CSUS Career Center. The remaining hours must be acquired outside the class period. The Career Specialization faculty will assist students in connecting with outside to acquire the remaining hours. These locations may include, but are not limited to: the San Juan School District, Sac City School District, and/or the EDC 262 Career Counseling Process Course. Other sites may be developed as needed or opportunities arise.*

Instructional Activities:

- Students counsel clients; or if client is a no-show, students will then observe other students while counseling.
- Students will receive verbal feedback from observers in a triadic group debriefing each week. Triadic supervision requires that students meet the instructor outside of class one hour per week. A schedule will be arranged to meet the students' needs.
- Students will keep a journal of their thoughts and emotional responses/feelings during each session, and note particular counseling skills to improve upon, beliefs that pose as a problem to effectively facilitating the counseling process. These will be incorporated into the weekly case study write-up under the heading of *Evaluation of Counselor Role*, and shared during the group process or triadic supervision each week.

Class time will be scheduled in the following manner:

First hour: Counsel client or observe.

Second hour: Counsel client or observe.

Third and fourth hour: **Group Supervision:** debrief/discuss counseling sessions, with feedback from practicum members and instructor.

Grading and Evaluation Criteria:

Grading is Credit/No Credit. The criteria for receiving CREDIT, is listed below, as well as all of the items presented above. In addition, the instructor reserves the right to give an Incomplete or No Credit grade to students who are, in the instructor's judgment, not ready to enroll in Field Study.

Guidelines for Observing and Debriefing:

1. Generally, it is most useful for the observer and the counselor to focus on one behavior or issue during a counseling session.
2. Generally, it is easier for the counselor to hear feedback if the observer comments on both the strengths and weaknesses of the session.
3. Usually, it is easier for the counselor to hear feedback if the observer uses good counseling skills by "owning" the feedback and behaviorally describing the specific behaviors (e.g., "When you continually looked at the floor, I felt you were ignoring the client").
4. In summary, ideal feedback is specific and phrased in a constructive manner, with the emphasis on counseling strengths; feedback on counseling weaknesses should emphasize alternatives and suggestions for the future.

Specific Evaluation Domains:

Relationship Skills:

- Able to establish positive relationships with clients.
- Is accepting and non-judgmental.
- Communicates empathy and understanding to clients.
- Open to using positive feedback and humor with clients.
- Is able to work with a variety of client personalities and issues.

Ability to Define the Presenting Problem:

- Encourages clients to communicate their problems.
- Helps clients state issues of concern.
- Is able to explore the presenting problem with clients in order to understand its context, duration, severity, degree of disruption, history and importance.
- Can help clients explore and understand their immediate environment (e.g. family, work, support network) and its relationship to presenting problem.
- Encourages clients to communicate other problem areas, to explore problems in greater depth, and to put problems in the context of the present (e.g. "why now?")

Skills to Function at Multi-levels

- Is aware of responses to client as well as client's responses to counselor.
- Is aware of and can make use of cognitive, affective and behavioral components.
- Can monitor verbal and non-verbal behaviors in clients.
- Recognizes incongruencies between verbal and non-verbal messages from clients, and can make appropriate use of this information.

Ability to Handle Affect Appropriately:

- Recognizes affective clues and makes use of them appropriately.
- Is not intimidated by (or does not avoid) affective content.

Knowledge and Use of Theory:

- Can functionally analyze client behaviors and problems.
- Can integrate his/her observations and understanding of clients into a tentative working hypothesis; can test this hypothesis; can change hypotheses to fit new data from and about clients.
- Is able to use theoretical models as a guide for counseling.
- Can look at sequences of behaviors in sessions to determine (when counselor said "A" then client did "B" which led to "C") and understand if counselor's behaviors are leading the client in the desired direction.
- Can view sessions on both micro (behavior sequences within one session) and macro (overall from session to session) level.
- Can effectively articulate to others the model being used in sessions.

- Is able to integrate instructor's feedback into own style and use effectively.

Skills in Techniques of Counseling:

- Is able to use a variety of styles and techniques, including reflection, encouragement, reinforcement, support, interpretation, exploration, eliciting information, etc.
- Can pace phases of counseling appropriately (e.g. spending undue amount of time on building rapport).
- Is able to structure counseling sessions; is task-oriented; can accomplish goals; makes appropriate use of session time.
- Is familiar with a variety of techniques (e.g. role-playing, modeling, "empty chair," "five lives," "two accomplishments," outlining the four step career search plan, time management skills training, assertiveness skills training, relaxation techniques, etc.) and can make appropriate use of them. Does not stick with one set of techniques regardless of type of needs of client.
- Demonstrates skill in sharing own observations or experiences with clients; does this only when appropriate and is aware of when this is not necessary or helpful to clients.
- Can help clients try out new behaviors in sessions themselves.
- Can assign appropriate homework and make use of the results in following sessions.
- Helps clients recognize and utilize their own strengths.
- Makes appropriate use of testing and test results; can accurately and aptly convey test results to clients.
- Makes use of appropriate sources (e.g. schools, parents, spouse, teachers, etc.) for help in resolving the presenting problem.
- Is not harmful, humiliating, embarrassing, or discouraging to the client.

Professional Behavior:

- Dresses appropriately.
- Attends practicum regularly.
- Does not have unexplained absences.
- Is on time for practicum and meetings.
- Starts and stops sessions on time.
- Is able to receive and provide feedback appropriately to fellow students.
- Makes use of students' and instructor's feedback.
- Knows when to ask for extra help and is able to make constructive use of it.
- Follows up with clients as needed (e.g. makes appropriate referrals and contacts referrals when necessary; calls clients if they fail to appear for sessions, etc.)
- Explains taping and observation procedures to clients and gets informed consent.
- Obtains relevant consent forms in order to obtain further information about clients, and makes appropriate contact with other professionals or agencies as needed.
- Follows Community Counseling Center record keeping procedures.
- Is open to new information and learning regarding the counseling process and counselor's behaviors.
- Demonstrates willingness to try new behaviors, styles, and techniques.
- Maintains a professional relationship with clients at all times.
- Is aware of and demonstrates familiarity with ethical principles of counseling; upholds ethical principles.
- Recognizes his/her own areas of competence and limitations, and does not work with clients without proper supervision.
- Demonstrates awareness of possible interference of his/her own value system and/or personal reactions with those of client.
- Accepts responsibility for his/her own behavior.

Weekly Schedule

January 30, 2007 Introduction to Course/Professional Ethics and Behavior

- Tour of Career Center and Resources (Dave McVey)
- Review of Syllabus and Course Requirements
- Review of File Content and Procedures
- Review of the Career Counseling Process/Content
- Review of Suicide Assessment/Response Procedures
- Review of Emergency Resources
- Review of Confidentiality and Reporting Requirements
- Practice Informed Consent Process/First Session

February 6, 2007 Practicum in Counseling

Through

-See clients

May 8, 2007

- Complete file paperwork
- Debrief sessions with total practicum group
- Develop plan for Triadic Supervision and next client session

Triadic Supervision

- Meet weekly for one hour with Practicum Instructor.
- Review/discuss tape and written case study.
- Reflect on Counselor Role/Strengths/Areas for Improvement

Week of March 26

Mid-Term Evaluation

- Triadic Supervision during this week will be dedicated to the Mid-term evaluation of the student's progress, using a standardized form developed by the Department.

Week of May 1 Final Evaluation

- Triadic Supervision during this week will be devoted to the review of the student's progress throughout the semester. The same standardized evaluation form will be used to depict student progress over time.

First Appointment Career Counseling Checklist

- ❑ Greet and welcome client to the counseling center and introduce yourself by name.
- ❑ Review confidentiality forms in detail with every client. Go slowly and answer all concerns.
- ❑ After the client signs the form, explain that you must leave the cubicle temporarily to turn on the tape recorder before beginning the session.
- ❑ Opening question: *“What brings you in today?”*
- ❑ Listen until the client is finished speaking.
- ❑ Acknowledge silently that you are listening by keeping good eye contact and nodding appropriately that you understand what the client is saying.
- ❑ Summarize the client’s presenting problem briefly and ask for confirmation. In career counseling, the adult client’s expectation is that as a career counselor, you have confidence in your own ability, are skilled in reflecting a client’s feelings and thoughts, and are familiar with a “process” to help the client achieve his or her goals.
- ❑ Ask for more career-related background information: *“Could you tell me a little more about your work history?”* Be sure to attain enough information from the client, which establishes the presenting problem(s) clearly.
- ❑ If appropriate, introduce the **Career Planning Process**. Ask the client to provide you with information to illustrate each of the steps of the process by asking the client questions about his or her background.
- ❑ Ask the client: *“At which step of this process do you think it would be best for us to begin?”*
- ❑ Keep asking questions which help to clarify the client’s presenting problem and which begin the process of self-assessment: *“Could you tell me about some of the skills that you’ve enjoyed using in the past?”*
- ❑ Come to an agreement as to which step seems most appropriate for the client.
- ❑ Describe an available resource or assignment for the client to help him or her with the next step in the process (self-assessment tools such as “Ten Clues to Career Direction,” a career interest or personality inventory, including the MBTI, Strong, True Colors, Major/Minor Finder, or an Internet site such as www.dbm.com/jobguide, etc.)
- ❑ Discuss how barriers/assumptions/beliefs influence the career counseling process and/or the limitations of the career counseling process. For example, *“Unfortunately there is no career inventory or other resources that can answer the complicated questions related to solving most career issues. We can however get a start in helping you with your concerns, and learning more about yourself in relation to career decision-making. How does that sound to you?”*
- ❑ Ask the client if the process as outlined for the future makes sense: *“Does this sound like what you were hoping to achieve?”*

Career Planning Process “Roadmap”

Step 1: Self-assessment

Interests
Skills
Values
Personality
Beliefs
Curiosities

Step 2: Career Options

Past
Current

Available resources

Future
Willingness to explore

Step 3: Objectives

Plan A: To obtain a _____ position using _____ and _____ skills in the field of _____.
Plan B: To obtain a _____ position using _____ and _____ skills in the field of _____.

Step 4: On Paper

Resume
Cover Letter
Recommendations

Step 5: Job Search Strategies

Resources
Approaches
Willingness to take action

Step 6: Interviewing Strategies

Knowledge
Abilities
Assertiveness

Step 7: Barriers

Real
Perceived

Client Worksheet

Name:

Date:

Objective (What does the client indicate is the presenting problem/issues?)

Subjective (What do you identify as the client's presenting problem/issues?)

Counseling Goals (What are the goals you and the client will establish?)

Counseling Strategies (How will you assist the client in realizing these goals?)

Name:

Date:

Objective (What does the client indicate is the presenting problem/issues?)

Subjective (What do you identify as the client's presenting problem/issues?)

Counseling Goals (What are the goals you and the client will establish?)

Counseling Strategies (How will you assist the client in realizing these goals?)

MFT Practicum

EDC 475: PRACTICUM IN COUNSELING (MFT)

Course Description

EDC 475 is a clinical course designed to provide students with supervised practice in counseling. The application of counseling theory, process and appropriate strategies are included. Students will counsel at least three clients per week, followed by case consultation and debriefing in a small group setting. In addition, each student must meet outside of class time for one hour of individual supervision per week.

Course Objectives

1. To apply counseling theory to practice, to integrate counseling theory and practice (CACREP II.K. 3.d., 5.a -d).
2. To identify and help define the goals, expectations, and motivations of clients (CACREP II.K.5.a. K.b., 5.c.).
3. To observe, learn, practice, and develop skills in the basic process of counseling--including establishing a therapeutic relationship, the initial interview, assessment, goal setting, treatment planning, intervention strategies, termination and evaluation (CACREP II.K.5.a., 5.b., 5.c.).
4. To learn, and practice, and develop skills in:
 - (a) Informed consent, intake, assessment, and release of information procedures,
 - (b) Coordinate assessment information with DSM diagnoses,
 - (c) Formulate goal setting,
 - (d) Develop treatment plans,
 - (e) Case note formats (SOAP, DAP), and
 - (f) Termination procedures (CACREP II.K.3.c., K.7.h.; MFCC A.4., A.5., C.1., C.2).
5. To apply systems theories and practices as they relate to the client's therapeutic issues (CACREP II.K. 3.a., K.4.d., K.5.c.d.; MFCC B.1., B.3., C.1., C.2., C.3.).
6. To demonstrate knowledge and to develop skills in the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in individual, marital, couple, and family counseling (CACREP II.K.2.b., K.2.c., K.4.d.; MFCC A.6.).
7. To demonstrate knowledge of and adherence to standards of professional practice, licensure laws, and professional law and ethics (CACREP II.K.1.e., K.1.h., K.2.f., K.3.e., K.5.g., K.7.i.; MFCC A.3., A.4., and A.5.).
8. To practice identifying, assessing, applying legal and ethical guidelines, and reporting child abuse, elder abuse, danger to self, and danger to others (CACREP II.K.1.e., K.1.h., K.2.f., K.3.e., K.5.g., K.7.i.; MFCC A.3, A.4, and A.5).

Course Texts/Materials

Required Text

Jongsma, A. and Peterson, L. (2006). *The Complete Adult Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.

Recommended Reading

Dattilio, F. & Jongsma, A. (2000). *The Family Therapy Treatment Planner*. New York: John Wiley & Sons, Inc.
Eisenberg, S. & Patterson, L. (1991). *Helping Clients with Special Concerns*. Prospect Heights, Illinois: Waveland Press.

Jongsma, A.; Peterson, L.; & McInnis, W. (2002). *The Child Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.

Jongsma, A.; Peterson, L.; & McInnis, W. (2002). *The Adolescent Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.

O'Leary, K.; Heyman, R.; & Jogsma, A. (1998). *The Couples Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.

Method of Instruction

Involvement and learning in the course will be facilitated by means of: counseling clients, individual/triadic and group supervision, case consultation, debriefing, feedback, discussion, role-play, self-directed reading, audio/videotape recordings, written assignments, demonstration, and lecture.

Course Requirements and Assignments

All EDC 475 students must earn a minimum of 100 clock hours (including a minimum of 40 direct contact hours) in order to receive credit for the course. An incomplete grade will be furnished to students who do not meet the minimum hour requirements (CACREP, 2009).

Counseling Sessions:

Students are required to meet with at least 3 assigned clients at a designated time, once per week, for at least 3 contact hours per week (a grand total of at least 40 direct client contact hours for the semester). There must always be a supervisor present when clients are seen for counseling services. Counseling activities will take place at the **Center for Counseling and Diagnostic Services** or other **Designated Sites in the Community** (i.e. *Alliance Counseling Center, The Effort, etc.*)

Students who are low on direct contact hours at or before the Midterm will be assigned to a designated school site in the San Juan District. These students will meet with K-12 children who are referred for individual and/or group counseling, and arrangements will be made with an onsite counselor. (Note: All hours earned in schools must be completed by the last week of the CSUS semester.)

Supervision:

Participate in *group supervision* (1½ hrs during class meeting) and *individual supervision* (1 hr of individual/triadic supervision outside of class time, arranged with instructor).

1. Attend a minimum of 13 class meetings.
2. Follow the procedures outlined in the *Orientation Handbook for the Center for Counseling and Diagnostic Services*.
3. Read the "Recommended Reading" early in the term.
4. Attend all your counseling sessions
5. In case of emergency, contact your client and the Center for Counseling and Diagnostic Services (278-6252).
Failure to do so will result in a no credit grade.
6. If your client does not show up for a counseling session, observe a classmate's counseling session.
7. Tape record or videotape each counseling session.
8. Listen to or watch *each* of your counseling tapes each week. The focus is on you as the counselor and what you are doing.
9. Debrief each of your counseling tapes each week, in writing, using the form below (Counselor's Debriefing Form).
10. Return completed form to instructor each week before class.
11. Observe and debrief in class counseling sessions using the form below (Observer's Form). Return the completed form to the counselor in class.
12. Complete record-keeping requirements of the Center for Counseling and Diagnostic Services, including Informed Consent Agreement, Assessment and Treatment Plan, and weekly Case Notes for each client/couple/family seen.
13. Write a detailed Treatment Plan (minimum two pages).
14. A commitment to self-disclosure, self-reflection, giving and receiving positive and negative feedback, sharing, and the possibility of feeling exposed and vulnerable with practicum members.

Evaluation

Grading for practicum is on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion of all the requirements outlined in this syllabus, including but not limited to demonstration of professional conduct and mastery of basic counseling skills. The instructor reserves the right to assign a No Credit grade to students who, in the instructor's judgment, have not satisfactorily demonstrated the attitudes, skills and disposition expected at this level of the student's training.

Counselor's Debriefing Form (#9 above)

1. What I liked best about my counseling session:
2. What I missed hearing/seeing (or would do differently):
3. My present understanding of the problem is (in one sentence):
4. My anticipated goals and possible strategies for the following sessions:
5. I need help with:

Observer's Form (#11 above)

1. What I liked best about your counseling session:
2. What I missed hearing/seeing (or would do differently):
4. My present understanding of the problem is:
5. I understood your counseling goal or objective for this session to be:
6. If I were the client, I would have liked/not liked:
7. Other:

Guidelines for Observing and Debriefing

1. Generally, it is most useful for the observer and the counselor to focus on one behavior or issue during a counseling period.
2. Generally, it is easier for the counselor to hear feedback if the observer comments on both the strengths and weaknesses of the session.
3. Generally, it is easier for the counselor to hear feedback if the observer uses good counseling skills by "owning" the feedback and behaviorally describing the specific behaviors (e.g., "I felt hurt when you continually looked at the floor.").
4. In summary, ideal feedback is specific and phrased in a constructive manner, with the emphasis on counseling strengths; ideally, feedback on counseling weaknesses will emphasize alternatives and suggestions for the future.

Recommended Reading for MFT Practicum
(Reserve Book Room, Library)

<p>Abuse Bass, Ellen & Davis, Laura. <i>The Courage to Heal</i>. Davis, Laura. <i>The Courage to Heal Workbook</i>. Edwards, Dayon & Gil, Eliana. <i>Breaking the Cycle: Assessment and Treatment of Child Abuse and Neglect</i>. Gil, Eliana. <i>Outgrowing the Pain: A book for and About Adults Abused as Children</i>. Gil, Eliana. <i>Treatment of Adult Survivors of Childhood Abuse</i>. Whitfield, C. <i>Healing the Child Within</i>.</p> <ul style="list-style-type: none"> • Anger Goldstein, Arnold & Rosenbaum, Alan. <i>Agress-Less: How to Turn Anger and Aggression into Positive Action</i>. • Assertiveness/Relaxation/Self-Esteem Burns, David. <i>Ten Days to Self Esteem</i>. Davis, M., Eshelman, E. & McKay, M. <i>The Relaxation and Stress Reduction Workbook</i>. Gambrill, E. & Richey, C. <i>Taking Charge of Your Social Life</i>. Smith, Manuel. <i>When I Say No, I Feel Guilty</i>. Zimbardo, Philip. <i>Shyness</i>. • Children/Parenting American Psychological Association. <i>A Child's First Book of Play Therapy</i>. Crowley, Richard & Mills, Joyce. <i>Cartoon Magic: How to Help Children Discover Their Rainbow Within</i>. Dinkmeyer, Don. <i>New Beginnings: Skills for Single Parents and Stepfamily Parents</i>. Dinkmeyer, Don & McKay, Gary. <i>The Parent's Handbook: Step: Systematic Training for Effective Parenting</i>. Driekurs, Rudolph. <i>Children, the Challenge</i>. Gordon, Thomas. <i>P.E.T.: Parent Effectiveness Training</i>. Krumboltz, John. <i>Changing Children's Behavior</i>. Oaklander, Violet. <i>Windows to Our Children</i>. Patterson, Gerald. <i>Living with Children</i>. • Counseling Reference Carhuff, Robert. <i>The Art of Helping</i>. Egan, Gerald. <i>The Skilled Helper</i>. Gilmore, Susan. <i>The Counselor-in-Training</i>. Community Services Planning Council. <i>Community Services Directory</i>. Yalom, Irvin. <i>The Theory and Practice of Group Psychotherapy</i>. 	<p>Death/Dying/Loss Colgrove, M, Bloomfield, M. & McWilliams, D. <i>How to Survive the Loss of a Love</i>. Kubler-Ross, Elisabeth. <i>On Death and Dying</i>. Phillips, D. <i>How to Fall Out of Love</i>.</p> <ul style="list-style-type: none"> • Depression Beck, Aaron. <i>Depression: Clinical, Experimental, and Theoretical Aspects</i>. Burns, David. <i>Feeling Good: The New Mood Therapy</i>. Lewinsohn, Peter. <i>Control Your Depression</i>. • Divorce/Single Brown, Laurene. <i>Dinosaurs Divorce: A Guide for Changing Families</i>. Hayes, C., Anderson, D., & Blou, M. <i>Our Turn: Women Who Triumph in the Face of Divorce</i>. Johnson, Stephen. <i>First Person Singular: Living the Good Life Alone</i>. Krantzler, Mel. <i>Creative Divorce: A New Opportunity for Personal Growth</i>. Singer, Janet. <i>Divorce is a Grown-Up Problem: A Book About Divorce for Young Children and Their Parents</i>. • Marriage/Relationships/Family Goldenberg, Irene & Herbert. <i>Family Therapy: An Overview</i>. Gottman, John. <i>A Couple's Guide to Communication</i>. Hendrix, Harville. <i>Getting the Love You Want</i>. Knox, David. <i>Marriage Happiness</i>. Laguet, Wade. <i>Short-Term Couples Therapy: The Imago Model in Action</i>. Lerner, Harriet. <i>The Dance of Anger</i>. Satir, Virginia. <i>Conjoint Family Therapy</i>. Weiner-Davis, Michele. <i>Divorce Busting</i>. • Sexuality Barbach, Lonnie. <i>For Yourself: The Fulfillment of Female Sexuality</i>. Bellireau, Fred. <i>Understanding Human Sexual Inadequacy</i>. Zillergeld, Bernie. <i>Male Sexuality</i>. • Substance Abuse Beattie, Melody. <i>Codependent No More</i>. Black, Claudia. <i>It Will Never Happen to Me</i>. Cermak, Timmen. <i>Diagnosing and Treating Codependence</i>. Gravitz, H. & Bowden, J. <i>Recovery: A Guide for Adult Children of Alcoholics</i>
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Case Study Format: MFT Students Only

To gain practice in the development of case study documentation, each student will select one client who has been seen numerous times in counseling. Present the information in written format and be prepared to discuss the case with peers in class.

1. Setting

Describe the setting in which the client was seen. Include socio-economic status and ethnic breakdown of population served, and include other relevant factors (i.e. school, college, career center, penal institution, mental hospital, open or locked facility, etc.)

2. Framework/Theory (Briefly describe your theoretical framework)

3. Biopsychosocial Assessment and Treatment Plan Report* (see outline below)

*as appropriate, genogram may be attached to end of case study

4. Therapeutic Goals, Methods and Interventions

- A. Describe the methods, techniques and interventions that you used (This is important since this will indicate what you actually did in counseling)
- B. Describe the Consultation and/or Referrals recommended and utilized, with outcomes
- C. Number and type of sessions completed

5. Summary of Outcomes

- A. Therapeutic Outcomes
- B. Disposition of Case
- C. Evaluation of Case

6. Legal/Ethical, cultural diversity and systemic issues or considerations addressed

7. Personal learning (What did you learn from this case? What did you learn about yourself from this case? What, if anything, would you do differently next time?)

The following report is confidential in nature and is part of the clinical record of this client. It contains sensitive information that may be subject to misinterpretation by individuals untrained in interpreting assessment data. As a result, this report is only for professional use and should only be interpreted by a qualified professional. HIPAA regulations prohibit release of this information to most third parties without the written consent of guardian and/or client. The report is based on the data available to the evaluator at the time of the assessment and the findings were interpreted as they relate to specific referral questions and clinical concerns. Unauthorized use of this report in the present or at a future date will limit the validity of the report and is considered professionally unethical.

Counseling Biopsychosocial Assessment and Treatment Plan Report

*Confidential
For Client Record Only*

Client Name:	Client Date of Birth:
Address:	Telephone (#1)
	Telephone (#2)
Date of Intake:	Ethnicity/Culture:
Date of Report:	Vocation/Education:

Note: Client information is recoded for confidentiality

Note: Ethnic/Cultural/Spiritual/Religious factors should be integrated throughout each section

Reason for referral

Note: Reason for Referral gives concise overview of primary concern and current symptoms

History of presenting problem

Note: History of presenting problem gives timeline and progression of symptom development and severity

Mental Status Exam and Safety Assessment

Note: Mental Status Exam and Safety Assessment in narrative form (with or without supporting MSE form)

MSE includes all major domains of Mental Status assessment

Safety assessment includes supporting evidence for assessed level of safety including specific statements and signs

Developmental Assessment and History (Child Client or Adult DD Client)

Note: Developmental history covers all major life domains (if child/DD client)

Psychosocial History

Family Assessment and History

Note: Family assessment and history includes systemic assessment, family history of symptoms and disorders related to RFR, and any relevant family contextual information

Social System Assessment

Note: Social systems assessment includes social supports- identified and assessed re: quality, quantity and impact of symptoms on social functioning, social functioning in primary work setting, faith setting (if applicable), and any other major social setting

Vocational/Educational Assessment and History

Note: Vocational/Educational assessment includes current and previous functioning and impact of current presenting concern on vocational/educational functioning

Legal History

Note: Legal history includes current and previous involvement with legal system and role of involvement in current presenting concerns

Medical and Mental Health and Substance Assessment and History

Note: Medical and Mental Health and Substance assessment and history includes client, client family history current and past problems/diagnoses and substance use/abuse. Includes information relevant to current presenting concern

Strengths and Resources

Note: Strengths and resources are identified in terms on individual, family, community, and other systemic resources/strengths

Case Conceptualization

Note: Case conceptualization includes appropriate theoretical conceptualization within which the writer summarizes client presentation by including relevant information that is used in diagnosis. Major symptoms, length, severity, and context are all present. Irrelevant factual information is absent.

DSM IV Diagnosis

Axis I

Axis II

Axis III

Axis IV

Axis V

Current:

Past Year:

Note: Diagnosis: 5-axis all correctly documented, including code, name, specifiers, and current and past GAF/CGAS scores

Diagnostic Summary

Note: Diagnostic summary includes major rule outs-why they were ruled out- and explanation of how the current diagnosis is the accurate one- why ruled in.

Treatment Plan

Note: Treatment plan has clearly articulated goals, Treatment plan has concrete objectives, Treatment plan has specific, clinically appropriate interventions, Treatment plan has concrete, measurable outcomes

Clinician Name, Credential
Clinician Title

Date

Supervisor Name, Credential
Supervisor Title

Date

Note: Report is signed and dated, Writing is professional and concise, Writing is free from grammatical and spelling error

School Counseling Practicum

* Instructors, see also the *Syllabus Packet* for the School Practicum which includes handouts and helpful instructions. (Not included in this manual.)

California State University, Sacramento
Department of Counselor Education

[Name of Instructor]

[Semester / Year]

EDC 475: PRACTICUM IN COUNSELING (School)

Course Description

EDC 475 is a clinical course designed to provide students with supervised practice in individual counseling. For the School Counseling Specialization, the course takes place in an elementary school setting. Emphasis is placed on applying theoretical knowledge within a practical framework to assist children with socio-emotional and behavioral concerns. Additionally, the course gives students an opportunity to discuss cases, develop interventions and strategies and further students' personal and professional development.

Course Objectives

Each student will:

- Apply theoretical perspectives to actual practice in counseling. (CACREP II.G.5.d-e; CCTC: II.C.25)
- Develop and demonstrate mastery of basic counseling skills and assessment techniques that are age appropriate and culturally sensitive. (CACREP II.G.5.b-d; II.G.7.f; CCTC: 2, 3, 4, 6)
- Observe and meaningfully interpret human dynamics inherent in the behavior of clients, and develop ability to conceptualize cases and the counseling process. (CACREP II.G.3.a-h; II.G.7.b; CCTC: 2, 3, 4, 14)
- Learn to develop useful treatment strategies, and provide appropriate responses to promote and extend growth. (CACREP II.G.5.c-e; CCTC: II.C.25)
- Share questions and concerns regarding clients and self during group supervision, and demonstrate an openness to learning and willingness to receive feedback from instructor and peers. (CACREP II.G.5.b; CCTC: 14, 16)
- Offer knowledge, ideas and resources to other members of the group. (CACREP II.G.1.b; II.G.7.b; CCTC: 14, 16)
- Understand the counselor's role, function, and professional identity in relation to other roles in the school, and develop basic consultation skills. (CACREP II.g.1.b; II.G.5.f; SCHOOL A.3; M.2-5; CCTC: 10; I.17, 18)
- Understand social, community, institutional, environmental, and curricular factors that impact the child; identify barriers that impede student academic, career, and personal/social success. (CACREP II.G.1.i; SCHOOL A.6; E.1-2; E.4; CCTC: 3, 4, 5)
- Develop increased awareness of self and issues of rescuing, attachment and co-dependence. Maintain appropriate self-care as a counselor (CACREP II.G.1.d; II.G.1.j; CCTC: 8).
- Demonstrate knowledge of and adherence to ethical codes and standards of practice of the American Counseling Association (CACREP II.G.1.j) and the American School Counseling Association (School A.2). (CCTC: 6; I.18). Obtain copies here: ACA (www.counseling.org) and ASCA (www.schoolcounselor.org).

Course Texts/Materials (Recommended)

- Jones, A. (1996). *The wrecking yard of games and activities: Teamwork, self-esteem, self-discovery, leisure education, communication, anger management, fitness*. Ravensdale, WA: Idyll Arbor.
- Jones, A. (1998). *104 activities that build: Self-esteem, teamwork, communication, anger management, self-discovery, coping skills*. Richland, WA: Rec Room Publishing.
- Kaduson, H., & Schaefer, C. (1997). *101 favorite play therapy techniques*. North Bergen, NJ: Jason Aronson.
- Landreth, G. (2003). *Play therapy: The art of the relationship* (2nd ed.). New York: Taylor & Francis Books.
- Vernon, A. (2002). *What works when with children and adolescents*. Champagne, IL: Research Press.

Reasonable Accommodation Policy

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD Web site at <http://www.csus.edu/sswd>. The SSWD office is located in Lassen Hall 1008, and they can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only), or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

Method of Instruction

Individual/triadic and group supervision of counseling and related case management activities with clients.

Course Requirements and Assignments

- **Minimum Hour Requirements:** All EDC 475 students must earn a minimum of 100 clock hours (including a **minimum of 40 direct contact hours**) in order to receive credit for the course. An incomplete grade will be furnished to students who do not meet the minimum hour requirements (CACREP, 2009).
- **Regular Attendance/Participation:** Attend all weekly class meetings and counseling sessions. More than 2 absences will result in a No Credit grade in the course. One “no show” will also result in a No Credit grade.
If you experience an emergency and need to miss class, please contact _____.
- **Counseling Sessions:** Meet with 3 assigned clients at the designated time, once per week, one hour each client.
- **Supervision:** Participate in *group* supervision (1½ hrs during class meeting) and *individual* supervision (1 hr of individual/triadic supervision *outside of class time*, arranged with supervisor).
- **Peer Observation:** If a client is absent, observe a classmate’s counseling session and provide written feedback.
- **Parent and Teacher Consultation:** You will be required to conduct face-to-face or phone consultations at least 2 times per semester with: a) each client’s teacher and b) each client’s parent or guardian.

Course Requirements and Assignments (cont.)

- **Assignments A & B*:** Written assignment orienting you to the importance of the therapeutic relationship.
- **Baseline Self-Assessment*:** Written assessment (1-2 double-spaced, typed pages) of your personal and professional strengths (at least 3), as well as areas of personal and professional growth (at least 3).
- **Case Study*:** Comprehensive written summary of your client using attached format.
- **Midterm/Final Evaluations*:** You will submit a midterm and final self evaluation (attached). The instructor will also complete similar midterm and final evaluations of your performance and submit to the department.
- **Reading:** Recommended texts, journal articles, and handouts will be shared on the first day of class.

Evaluation

- Grading for practicum is on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion of all of the above requirements, including demonstration of professional conduct and mastery of basic counseling skills. The instructor reserves the right to assign a No Credit grade to students who, in the instructor’s judgment, have not satisfactorily demonstrated the attitudes, skills and disposition expected at this level of the student’s training.

California State University, Sacramento
Department of Counselor Education

EDC 475: PRACTICUM IN COUNSELING (School)

SAMPLE AGENDA

<u>Date</u>	<u>Activities/Items Due</u>
September 6	Introductions/Orientation to Course Administrative Details
13	Preparation for 1 st Session Homework Assignments A & B
20	Counseling Sessions/Supervision Baseline Self-Assessment of Skills (Qualitative)
27	Counseling Sessions/Supervision
October 4	Counseling Sessions/Supervision
11	Counseling Sessions/Supervision
18	Counseling Sessions/Supervision
25	Counseling Sessions/Supervision
November 1	Counseling Sessions/Supervision Midterm Assessment of Counseling Skills
8	Counseling Sessions/Supervision
15	Counseling Sessions/Supervision
22	THANKSGIVING BREAK – school closed
29	Counseling Sessions/Supervision Written Case Study
December 6	Counseling Sessions/Supervision
13	Termination – last counseling sessions Final Assessment of Counseling Skills

Counseling:

- Three hours of client contact per week: 3 counseling sessions, 1 hour each.
- (If your client is absent, you are expected to conduct the following during that hour: teacher consultation, parent consultation, and/or co-facilitate a session with a peer.)

Supervision:

- One and one half hours of group supervision *during class meeting*.
- One hour of individual/triadic supervision *outside of class time* (arranged with supervisor).

Additional Hours:

- Due to client absenteeism and/or school holidays, some EDC 475 students may need to schedule additional hours with the on-site supervisor. These hours must be completed by the last week of the CSUS semester.

Minimum Hours Requirements (CACREP, 2001)

- Each student must earn a minimum of 100 clock hours (**minimum of 40 direct client contact hours**) in order to receive credit for the course. Incomplete grades will be assigned to students who are deficient in hours.

Case Study Format: School Specialization

Select one client whom you have seen in counseling for at least 4 sessions. Document all of the client's information in a written case study, using the outline below. Submit the case study to the instructor for feedback and present the case orally in class (EDC 475, 480 or 290). (Note: Thorough case studies will be at least 7 pages, typed and double-spaced.)

I. Background Information

Include name (initials or pseudonym only), age, gender, grade in school, ethnicity, family configuration, socioeconomic status, and any other relevant demographic information.

II. Presenting Problem or Issue

- Summarize the presenting problem **as described by school personnel and/or guardian(s) of client.** (Use specific examples to describe behaviors, circumstances and/or feelings that are of concern.)
- Summarize the presenting problem **as described by the client.** (Use specific examples to describe behaviors, circumstances and/or feelings from the client's perspective.)
- Explain how the situation is reported to manifest itself in the client's life and how it affects the family, teachers, peers and/or others in the client's life.
- **Make at least two references to literature** describing this specific concern and/or the overall context of the concern.
- Include any legal or ethical considerations.

III. Client Assessment

- Summarize information available from formal testing, school records, medical records and other written sources.
- As objectively as possible, summarize your own observations of the client: overall presentation and physical appearance, characteristic behaviors, attitudes, affect, etc.
- Identify and describe **a variety** of the client's **strengths** and/or internal resources.
- Identify and describe the client's needs in terms of ability, performance, social skills, community resources, etc.
- Identify and describe the client's needs in terms of cultural values, family values, neighborhood and/or community factors, etc.

IV. Ecological Assessment

- Identify factors in the client's home and school environments that may either contribute to his/her well being or may impede his/her progress.
- Describe the degree to which the client understands the relationship between himself/herself and his/her surroundings.
- Identify constructs of Power & Privilege that are evident in your client's life and describe how the constructs seem to inform his/her perception of reality. If applicable, summarize the identity development model & respective stage within the model most applies to your client.

V. Goals and Interventions

- Identify theories that influenced your goals and interventions.
- Clearly identify the short and long-term goals you established with/for the client.
- Thoroughly summarize the interventions you utilized with your client to achieve your goals:
 - 1) techniques, methods and materials, and
 - 2) contact with family, teachers, other school staff, community agencies, etc.
- **Reference at least one empirical study** related to your interventions.
- Describe changes that have been evidenced so far and specific goals that have been achieved.
- List any unmet and/or revised goals you hope to achieve by the time of termination, including potential referrals within the school and community.

Case Study Format: School Specialization (cont.)

VI. Cultural Responsiveness

- Thoroughly summarize evidence of your cultural responsiveness to this client.
- Include areas of ‘difference’ that came into play and how they were negotiated.
- List factors you considered when conceiving how the client might perceive these ‘differences’ AND describe how you responded to these considerations.
- Describe elements of anti-dialogical action (Conquest, Divide and Rule, Cultural Invasion, Manipulation) that you see taking place on the school site.
- Provide recommendations for enacting dialogical strategies of Cooperation, Unity, Organization and Cultural Synthesis.

VII. Critique of School Site

- Provide a **critique of the school’s four domains**: Personal, Social, Career, and Academic. What efforts are demonstrated by the school in developing children’s growth in these four domains? To what degree does your client benefit from these efforts?
- Provide a **critical analysis of systems utilization**: developmental, prevention, intervention (remediation), and crisis.
- Identify **strengths and areas of improvement** for the school counseling program at your site. Specify how the areas of improvement could have better served the client.

VIII. Self-Reflection

- Summarize your overall impression of your work with this client and, if applicable, share anything you wish you had done differently.
- List a variety of feelings that were evoked in you throughout the process.
- Describe some things you learned about yourself (both personally and professionally) as a result of your relationship with this client.

Practicum Petition

PETITION TO ENROLL IN PRACTICUM IN COUNSELING (EDC 475), FALL 2011

(Page 1)

You must complete this form, attach a copy of unofficial transcripts, and submit to your Faculty Advisor no later than Tuesday, May 3, 2011 for enrollment in the Fall 2011 semester. You are also responsible for reading the Practicum Handbook, knowing its contents and the important requirements of the course. All students enrolling in EDC 475 must complete a minimum of 100 clock hours (including 40 direct counseling hours, 2.5 hours of weekly supervision, and other relevant activities). At least 30 hours will be arranged outside of the regularly scheduled class time. Casper registration is not available for this course.

Name:		SID (<u>not</u> SSI):
Mailing Address:		City/Zip:
Day Phone:	Eve Phone:	Current E-Mail:

Complete either #1 or #2 below:

1. I intend to complete EDC 475 for the first time to satisfy requirements of my primary specialization:

(Check one)

Career	MFT	School

2. I intend to complete EDC 475 for the second time to satisfy the requirements of my secondary specialization:

(Check one)

Career	MFT	School

PREREQUISITE VERIFICATION

By signing your initials in the respective boxes below, you are certifying that you **HAVE COMPLETED THE PREREQUISITE COURSEWORK** for EDC 475. Until you have completed all of the prerequisites with a passing grade, you will be prohibited from enrolling in this practicum course. There will be no exceptions.

Prerequisite Course	Career	MFT	School	Semester / Year Completed	Grade	Student Initials
210	X	X	X			
212	X*	X				
214	X	X	X			
216	X	X	X			
219	X*	X	X			
231		X				
234		X				
242			X			
252		X	X			
260	X					
262	X*					
270			X			
272			X*			
280	X	X	X			
476		X				

* Concurrent enrollment is acceptable

Practicum Petition (Page 2)

CONCURRENT ENROLLMENT VERIFICATION

I verify that I will be concurrently enrolled in or have previously completed the following courses:

Course	Specialization	Semester/Year	Student Initials
EDC 212, 219, 262	Career		
EDC 272	School		

SELECTION OF PRACTICUM PREFERENCES

Please rank your preferences for the EDC 475 sections listed below (e.g., 1st, 2nd, and 3rd choices). The department will make every effort to secure your first choice; however, the department will not be able to guarantee all first choices as some practicum sections may fill quickly. Therefore, it is in your best interest to list two or more choices for each course.

Career	MFT	School
<input type="checkbox"/> T 5:30-10:00 pm CCDS /TBA	<input type="checkbox"/> W 9:00-1:30 pm CCDS/ TBA	<input type="checkbox"/> W 9:00-1:30 pm TBA
<input type="checkbox"/> R 5:30-10:00 pm CCDS / TBA	<input type="checkbox"/> W 5:00-9:30 pm CCDS / TBA	<input type="checkbox"/> W 1:00-5:30 pm Howe / TBA
	<input type="checkbox"/> F 10:00-2:30 pm CCDS / TBA	*Note: The morning Wednesday section
		will only be offered if there are enough
		students to enroll in 2 practicum classes

*Note: Be sure to select only EDC 475 sections from your assigned specialization.

Note: Students must secure LIABILITY INSURANCE in order to enroll in practicum. (See page 6 of the Practicum Handbook for more information.)

Student Approval

I verify that I have completed all of the requirements for enrolling in practicum coursework and agree to abide by all of the requirements of EDC 475 as outlined in the *Practicum Handbook*.

Print Name of Student	Signature of Student	Date

Advisor Approval

Signature of Advisor	Approval for Practicum Enrollment		Date
	Yes	No	