Southern Illinois University, Carbondale
Department of Educational Psychology and Special Education
(subject to change according to client needs)

EPSY 548b, Counseling Practicum

Supervisor:  
Office  
Office:  
Email:  
Office Phone:  
Cell Phone:  

Course purpose: This course is designed to offer students supervised, hands-on experience practicing counseling skills with clients in a professional setting. The professional setting depends on the student’s interest area. Triadic and group supervision are provided weekly. Use of tape recorder; DVD recorder or video recorder is required.

Graded S/U only.
Prerequisites: Grades of “B” or better in EPSY 493 and 541, admission to the program, proof of ACA membership, proof of liability insurance, and permission of instructor.

Required Reading:


2005 ACA Ethical Guidelines

Additional readings as assigned.

Important
Students are required to become student members of the American Counseling Association (www.counseling.org) and submit proof of membership. Student membership grants you liability insurance. You should also follow the procedures to obtain the FBI background check required before starting practicum (instructions and procedures for FBI background check can be obtained in the main office.)

Course Objectives
By the end of the course, it is expected students will be able to:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (CACREP B1)  
2. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CACREP D1)  
3. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (CACREP D2)
4. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (CACREP D5)
5. Demonstrate the ability to use procedures for assessing and managing suicide risk. (CACREP D6)
6. Apply current record-keeping standards related to clinical mental health counseling. (CACREP D7)
7. Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (CACREP D8)
8. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (CACREP D9)
9. Maintain information regarding community resources to make appropriate referrals. (CACREP F1)
10. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CACREP F3)
11. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (CACREP H1)
12. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (CACREP H2)
13. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CACREP H3)
14. Apply the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (CACREP H4)
15. Apply relevant research findings to inform the practice of clinical mental health counseling. (CACREP J1)
16. Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (CACREP J2)
17. Analyze and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (CACREP J3)
18. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (CACREP L1)
19. Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (CACREP L2)
20. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CACREP L3)

Evaluation:
This course consists of two elements that are closely linked: as clinical/professional requirements and academic requirements as well. Successful course completion will be based upon satisfactory completion of ALL clinical/professional requirements and satisfactory completion of the academic requirements as spelled out in the grading scheme below.

Clinical/Professional Requirements

A. Documenting 50 clock hours of counseling experiences, including a minimum of 20 clock hours of individual counseling with a minimum of one going counseling case. All sessions must be taped, but only after clients sign a “Consent to Tape” form. All professionals-in-training will review all tapes of their sessions and fill out a “Counselor-Trainee Review of Session” form (available on Blackboard) for each tape. This tape and a copy of the completed form are to be brought to your individual or triadic supervision sessions. Completion of these hours does not guarantee that one will obtain a rating of Satisfactory in this area. Evaluation for the satisfactory completion of hours will be determined by your faculty supervisor in consultation with your individual supervisor.

B. Participating in weekly group supervision (1.5 hours per week) and triadic supervision (1 hour per week). If you do not attend supervision meetings or do not come fully prepared to supervision sessions, you will
stop seeing clients as it is unethical for you to see clients without supervision. Failure to attend and/or be prepared for supervision will affect your final evaluation and may involve dismissal from the course and the counseling program.

C. Ratings of at least “Expected/Satisfactory” on all areas in group supervision and individual/triadic supervision. Evaluation form is available on Blackboard for review.

D. Abiding by the 2005 American Counseling Association (ACA) Code of Ethics and Standards of Practice. Violation of the ACA Code of Ethics and Standards of Practice may affect the student’s final evaluation and/or involve dismissal from the course and the counseling program. The ACA Code of Ethics and Standards of Practice can be found at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

E. Signing up for five intakes at the SIUC Clinical Center and completing at least three intakes there. Note – if you sign up for five and your first three attend, you must come to the other two scheduled appointments. Do not cancel them. These intakes “count” toward your minimum requirement of 20 clock hours of individual counseling. Each intake only “counts” for 1 face-to-face hour.

You can earn a possible 1000 points from the successful completion of the following class assignments:

Attendance, Class participation, and Professional Expectations (200 points)
Attendance is mandatory. Effective class participation includes: respectful and non-dominating involvement in class discussions, providing balanced feedback for your peers in group supervision, and working constructively with feedback you have received from supervisors and peers.

Professional expectations include: maintaining adequate client documentation, being prepared for triadic supervision, demonstrating adequate interviewing skills at each progressive stage of the class; being prepared for group supervision, timeliness, and professional dress and behavior fitting the client base.

You are also expected to read the assigned readings for each week in order to facilitate quality discussions in class. If you have not read the assigned readings, it will be come quickly apparent. As always, remember that effective class participation includes: respectful and non-dominating involvement in class discussions, and showing initiative and investment in classroom activities.

Professional Development (200 points)
Professionals-in-training will attend professional development seminars as offered by Chi Sigma Iota throughout the semester. The purpose of this assignment is to develop the habit of continuing education and a network within the counseling profession. You may look for other professional development opportunities on topics closely related to counseling. To earn credit for these, you must first obtain clearance from the instructor.

Tape Review (400 points)
Students will complete 2 tape assignments working with clients. For each assignment, student will present 15 minutes section of a videotaped counseling session and submit a transcript for each session. Each taped assignment presented for review will be transcribed. Students need to identify their micro skills techniques and provide some comments on their transcripts. Details will be discussed in class.

Journal (100 points)
Professionals-in-training are expected to maintain a current journal documenting feelings, thoughts, and “learnings” about the counseling process. Weekly entries are required. You will turn in your journal entry by the beginning of each class period on Blackboard. During the semester, special writing themes may be assigned for the journal.
Professional disclosure statement (100 points)
Professionals-in-training will develop a professional disclosure statement that will provide future clients (and perhaps the parents of clients) with information regarding the counseling process, limitations of counseling services, and your current counseling style.

Grading

Total possible points: 1000 points
Satisfactory = 800 - 1000 points
Unsatisfactory = 799 points and below

Emergency Procedure

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
### Tentative Course Outline

<table>
<thead>
<tr>
<th><strong>Introductions and Review of Syllabus</strong></th>
<th><strong>Review ACA Ethical Guidelines 2005</strong></th>
<th><strong>JW presenting</strong></th>
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**For next class: Reading Materials**  
Chapter 5 in Meier and Davis (2011)  
Chapter 1 in Russell-Chapin & Ivey (2004)  

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<tr>
<th><strong>Personal and professional strengths</strong></th>
<th><strong>Review of basic counseling skills</strong></th>
<th><strong>Readiness for clients &amp; Facilitating Client Contact</strong></th>
<th><strong>Developmental Stages of Counselor in Supervision</strong></th>
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**For next class: Reading Materials**  
Chapters 1 in Meier and Davis (2011)  
Chapters 3 in Russell-Chapin & Ivey (2004)  
Cameron, S., & turtle-song, i. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development, 80*, 286-292  

**Professional Disclosure Statement draft due on next class**  
**For next class: Reading Materials**  
Chapter 3 in Meier and Davis (2011)  
Chapter 2 in Russell-Chapin & Ivey (2004)  

<table>
<thead>
<tr>
<th><strong>The counseling process</strong></th>
<th><strong>Structuring your first session</strong></th>
<th><strong>Writing Progress Note (SOAP)</strong></th>
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**Live and Group Supervision 1**  
**For next class: Reading Materials**  
Chapter 2 & 6 in Meier and Davis (2011)  
Chapter 4 in Russell-Chapin & Ivey (2004)

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<tr>
<th><strong>Intake Interviews</strong></th>
<th><strong>Guest Speaker is TBD</strong></th>
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**Live and Group Supervision 2**  
**For next class: Reading Materials**  
Chapters 4 in Meier and Davis (2011)  

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<th><strong>Theoretical approaches currently used with our clients</strong></th>
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**For next class: Reading Materials**  
Chapters 4 in Meier and Davis (2011)  
### Homework: In your Journal…address your own feelings about suicide (fears, curiosity, annoyance…). What has been your experience? Under what conditions could you accept this act? What values do you hold regarding suicide. How might these be different than your client’s?

*Live and Group Supervision 3*

- Crisis Intervention in Practicum
  - Suicide assessment

**For next class:** Illinois Department of Child and Family Services (September, 2005). *Manual for mandated reporters.* Springfield, IL.

**Homework:** Re-read the Illinois Mandated Reporter manual. Write down 2 scenarios regarding when you might need to report a child abuse situation. Visit DCFS website and complete the mandated reporter training. Bring your completion certificate next week.

*Live and Group Supervision 4*

**Mandated reporting**

**For next class: Reading Materials**

Chapter 4 in Meier and Davis (2011)

Chapter 6 in in Russell-Chapin & Ivey (2004)


*Live and Group Supervision 5*

- No class- conference
  - Triadic supervision as planned

- Multicultural Issues & Considerations
- Assessment in Practicum

**For next class: Reading Materials**

*DSM-IV-TR*; pages xxxvii - 37 *Bring DSM-IV-TR to class.*


*Live and Group Supervision 6*

- DSM IV-TR diagnosis
- Case conceptualization
For next class: Reading Materials
Chapter 9 in in Russell-Chapin & Ivey (2004)

Homework: Choose one of your clients and present a DSM-IV-TR diagnosis for him/her. Backup your diagnosis in detail. Discuss the theoretical model(s) that you are using to help you to understand the etiology and course of your client’s issues.

Live and Group Supervision 7

•  Spirituality in Counseling
•  Managing Stress During Practicum: Self-care

For next class: Choose one of your clients and present a case and treatment plan for this client. State the presenting problem(s) and counseling goals. How did you create these goals? What are you doing to achieve these goals (skills, therapeutic approaches, homework assignment, etc.) Have these goals changed, if so how? What decisions did you make along the way that prompted you to change them or leave them as they are? How are you conceptualizing your client? What changes have you seen in yourself throughout the counseling process and what changes would you like to see?
Hint: Use your theoretical readings, your text book, your understanding of conflict in the relationship, your DSM-IV-TR, your SOAP notes (Progress Notes) to help you.

Live and Group Supervision 8

•  Student Presentations
•  Evaluating progress

For next class: Reading Materials
Chapter 10 in Russell-Chapin & Ivey (2004)

Live and Group Supervision 9

•  Commitment to Change: During Counseling and After Counseling

For next class: Reading Materials

*Live and Group Supervision 10*

- No class- Holiday
- Ethical Decision Making/ Resolving Ethical Dilemma

**For next class: Reading Materials**


*Live and Group supervision 11*

- Closure Format (termination and transfers)

*Live and Group Supervision 12*

- Group Closure Session

Final Exam Week

- Group Closure Session
Recommended readings


