PREREQUISITES:
Practicum 548E is directed toward the development of advanced counseling/therapy skills. Therefore, students are expected to have completed introductory counseling/therapy course work and practicum (i.e., EPSY 503: Introduction to Couple and Family Counseling, EPSY 493: Counseling Skill Development, EPSY 548 A/B: Counseling Practicum, and EPSY 541, Counseling Theory, or equivalents) prior to enrollment. Students are also expected to be concurrently registered for EPSY 560, Seminar in Couple and Family Counseling.

COURSE DESCRIPTION
This practicum provides a supervised, on campus experience in systemic counseling/therapy with couples and families. Supervision is within the context of a counseling team; individual supervision will be provided at the supervisor’s discretion. Students are required to take the practicum for two consecutive semesters.

COURSE OBJECTIVES
At the end of this course, students will be able to do the following:

• Provide competent mental health services in a mental health setting under live, licensed supervision, with the reflecting team model.
  o Associated Learning Activities: completing a practicum plan, including personal goals for each semester; completing a minimum of 10 service hours per semester; completing the Practicum Evaluation Form at the end of the semester (to be completed by faculty supervisor).
• Effectively and professionally document psychotherapy treatment provided to clients using field site forms.
  o Associated Learning Activities: Progress note, assessment, and treatment plan presentations
• Conceptualize and assess cases using a systems and diagnostic framework.
  o Associated Learning Activities: Case Presentation; Assessment presentation
• Develop professional treatment plans for working with adults, couples, families, and children attending to diversity and ethical issues.
  o Associated Learning Activities: Case Presentation; Treatment plan presentation
• Demonstrate ability to effectively utilize supervision to improve skills demonstrated in practicum, as well as provide MCF clients and fellow peers with feedback and unique conceptualization as a member of the reflection team.
  o Associated Learning Activities: Fieldwork Evaluation Form at the end of the semester (to be completed by fieldwork supervisor).
STUDENT EXPECTATIONS

1) Carry a current case load of one to three families/couples throughout the practicum experience and to provide appropriate interventions specific to presenting problems.
2) Be available or make arrangements to cover cases during semester breaks or vacations.
3) Participate as a “behind the mirror” colleague supervisor/consultant when not involved as the primary counselor/therapist or co-counselor/therapist and to develop a cooperative team approach to clinical work. This may include participating in reflection teams and providing feedback to group members.
4) Present and participate in discussions of previous sessions including review and presentation of session DVDs.

SPECIFIC ASSIGNMENTS

1) HIPAA Training: All students must have HIPAA training and Clinical Center orientation to see Clinical Center clients. The HIPAA training and quiz can be found on Blackboard, and takes about 30 minutes to complete.
2) ACA Membership and Student Insurance: All counselor education students are required to be members of the American Counseling Association (ACA) when they are enrolled in this, or any other, practicum. They are also required to obtain student insurance (this may be obtained through ACA). **Proof of ACA membership and student insurance must be provided to the instructor before clients are seen.** Students in other programs are required to be members of a relevant professional organization and obtain student insurance.
3) Learning goals: Develop and submit a statement of individual learning goals for the semester. Learning goals are an agreement between the student and the faculty supervisor about the focus of the supervision sessions. Goals will include specific counseling skills or techniques, conceptualization skills, self-awareness, and/or professional behaviors. A preliminary list of learning goals should be brought to the second group supervision session. They will become the basis of tape review, supervisory and peer feedback, and evaluation. Please be as **specific** as possible regarding learning goals. They are open for modification during the semester. **Due:** 2nd group supervision session.
4) Reflection Journal: Students are encouraged to keep an ungraded reflective journal during this semester. These journals will provide students an opportunity to reflect on thoughts, feelings, and reactions that emerge from the practicum experiences, as well as thoughts about one’s own skill development.
5) Self-evaluation: Using your journal to inform this assignment, complete and turn in a professional self-evaluation in narrative form (due at the **final individual**
supervision session). This self-evaluation must be typed, double-spaced, at least 2 full pages, with a cover page. It should address success in achieving learning goals, evaluation of development and growth across the semester, and self-perceptions as a counseling professional. (This reflection process and written assignment should provide the basis for the goals presentation you will provide in the Seminar).

6) **Assigned readings:** Read any supplemental readings provided by the supervisor. The supervisor may assign readings at any time in order to facilitate growth and to provide relevant resources for work with practicum clients.

7) **Individualized assignments:** Individual supervision sessions and personalized assignments may be scheduled at the supervisor’s discretion.

**SESSION RECORDS**

Students are required to maintain session records as required by the Clinical Center and specified in the Psychological Service Manual or by their supervisor. In addition, students are responsible for the careful labeling and security of session DVDs. A locked mailbox has been provided by the Clinical Center for storing current client DVDs. At the end of this practicum experience students are to turn in to the supervisor all DVDs for the practicum. Each DVD is to be labeled according to the format provided below. Each DVD should contain **only one** family. If a session did not record due to mechanical problems (or human error) that should be recorded as noted below. If a session continues on to another DVD that should be noted on both DVDs. A DVD label should conform exactly to this format:

<table>
<thead>
<tr>
<th>Single Therapist</th>
<th>Co-therapists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinician’s No. - Family No. - Session No.</td>
<td>Clinicians’ Nos. - Family No. - Session No.</td>
</tr>
</tbody>
</table>

**PROFESSIONAL ISSUES**

1) All client related materials (working files, permanent files, session DVDs, etc.) will not leave the Clinical Center. The only exception is for supervision. Students risk removal from the practicum if they remove client materials from the Clinical Center.

2) Case notes must be completed by the 7th day after the clients were seen. Transfer and closing summaries must be completed within a week of the final session, or the point in time when you find out clients are not returning. All documentation is submitted to Dr. Kardatzke by the Tuesday following session for approval and signature before it is sent to be filed.

3) Students will receive a copy code and a long distance phone code. The phone code is to be used only for calling clients or client-related calls. The copy code is to be used only for copying materials related to clients or the Clinical Center. (Note - if you need something copied for distribution in seminar, such as handouts, please give the material to Dr. Kardatzke by Monday of the week it is
needed. Do not use your copy code to copy such material.)

4) Occasionally you will be writing letters to clients. All letters must be approved by Dr. Kardatzke before they are sent out.

5) Please silence cell phones and beepers during practicum and seminar.

**EVALUATION**

**Evaluation Process:** Evaluation will consist of three parts. **First,** evaluation will be ongoing through live team and scheduled individual supervision. **Second,** each student’s progress on a series of clinical skills will be rated by the faculty supervisor (see Appendix A). Students are encouraged to review these criteria throughout the course of the practicum as a way of providing themselves with an ongoing self-evaluation. Students are responsible for making an evaluation appointment with the faculty supervisor at the mid-point and at the end of each semester to review progress on individual goals and clinical skills. **Third,** students are required to set individual goals for their professional development and to be willing to discuss these goals and their progress with their practicum colleagues (See Assignments).

**Grading:** A satisfactory (S) grade for the practicum means a student has completed all practicum requirements including: (a) official written case notes for each session; (b) a treatment plan for each case, signed by the clinician, client, and supervisor, and filed no later than the 5th session for that client; (c) the treatment plan is to be reviewed and re-approved or updated by the client every 3 months; (d) summary and transfer notes filed properly, (e) individual supervision session(s) and for their final semester, (e) returned all practicum DVDs, labeled as prescribed above. Failure to finish the requirements prior to the last day of the semester will result in a grade of DEF. If the requirements for the course are not met by the last day of the following semester, a grade of U will be assigned. Students also may receive a U for the course due to serious clinical practice violation(s) (see Appendix A).

**Typical Practicum Schedule**

3-4pm: Group Supervision will consist of reports and discussion of the practicum
experiences of each student, case presentations, and possibly special interest presentations. In the event of cancellations or evenings not fully booked, the additional time will be spent processing sessions or special topic discussions. *Check-in:* Thoughts about prior week’s sessions and plans for tonight’s sessions *Case presentation/consultation:* Each week, one student (or co-therapy team) will present a session clip using the Case Presentation Guidelines in Appendix B. The rest of the team will provide feedback and consultation. *Special topics:* Depending on the presenting concerns and relevant issues that arise throughout the practicum experience, group members and/or the instructor may choose to present additional readings or raise special topics for discussion.

4-5pm: First couple/family session

5-5:15pm: Processing/debriefing time

5:20-6:20pm: Second set of clients

6:20-6:35pm: Processing/debriefing time

6:40-7:40pm: Third set of clients

7:40-8pm: Final processing/debriefing

General Notes:
- We will conduct therapy in co-therapist teams.
- When you are not conducting therapy, you are expected to observe with the supervisor in the observation deck.
- Supervisory activities may include consultation breaks, bug-in-the ear, and reflecting teams.
APPENDIX A
Clinical Skills Evaluation Guidelines

Evaluation will be based on the student counselor’s ability to:

1. Establish rapport with couples and families (e.g., show respect, use the family’s language).
2. Convey respect in working with couples and families by being able to entertain alternative explanations, using the family’s language, showing curiosity, and taking a clinical position of “not-knowing.”
3. Use systemic approaches in interviews and intervention strategies in working with couples and families (e.g., circular questions, genograms, reframing).
4. Collaborate with families in developing workable problems/solutions and identifying their healthy functioning.
5. Apply family systems theories with couples and families, and articulate how a specific theory may or may not be useful in particular cases.
6. Develop hypotheses, and co-develop with families and couples goals for counseling/therapy.
7. Receive and use feedback in live, group, and individual supervision.
8. Follow the ethical practices of the profession, and articulate ethical situations and practices that are unique to working with couples and families.
9. Refer couples and families to appropriate help resources.
10. Articulate and apply research findings and readings appropriately.
11. Identify personal blocks in working with specific couples and families.
12. Articulate a pragmatic account of the change process in working with couples and families.
13. Observe and identify interacting systems influencing the family, that is, the extent of the relevant language system.
14. Demonstrate sensitivity and respect in working with couples and families from a variety of cultural and ethnic backgrounds.
15. Be professional in all aspects of clinical work (e.g., professional appearance, courtesy, time management, communication with clients, and team participation). Professional appearance includes business casual, no jeans, t-shirts, sweatshirts, flip-flops, etc.
16. Complete clinical records in a timely fashion (including labeling of DVDs).
17. Collaborate effectively with co-therapists. Co-therapists are responsible for meeting with each other BEFORE the couple or family is seen to discuss theoretical orientations and how they will work together in session. Please allow adequate time for such a task.

*Students will be rated on each of the skills according to the following categories: (1) Satisfactory progress, (2) Unsatisfactory progress (i.e., little or no improvement observed), and (3) Behavior or skill not observed during practicum.
APPENDIX B
Guidelines for Case Presentation

Prior to our group supervision, you should review your session DVD and spend time organizing information about your couple/family and your experiences with them. Write a summary of the information outlined below to distribute to your peers at the time of the presentation. Please include a brief audio/video presentation of the chosen session (5-10 minutes). Your introduction of the audio/video should last no more than 10 minutes. This leaves the majority of the time for feedback and comments from your peers and supervisor. Your case presentation should include the following kinds of information:

A. Summary of the client’s counseling history (brief because all team members should be familiar with each case)
   * Presenting concerns
   * Number of sessions with this couple/family
   * Briefly describe your approach to working with this couple/family
   * General impressions of the family members
   * Any complicating factors

B. Description of this session
   * What was your focus in this session? (What did you hope to accomplish in this session, and how do these connect to the family’s long term goals?)
   * Brief summary of session (theoretical approach; skills/techniques used, etc)
   * Your conceptualization of what is going on with the family in this session

C. Self-analysis and request for feedback
   * What did you feel went well in this session and why?
   * What particular difficulties are you having with this case?
   * What kind of help/feedback would you like from this group? (related to your work with this client and/or related to your development as a counselor)

D. Reflecting team discussion (using the Supervision Reflecting Team Guidelines)