

**Counseling Practicum III**  
**CPSY 442 001**  
**Spring 2018**  
Mondays, 9:20 am - 11:50 am  
CLC 204

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Course Description

This course is designed to provide you with direct counseling experience and clinical supervision based on your counseling skills and knowledge. The practicum is intended to promote your professional and personal development as a skilled practitioner, capable of applying counseling theory, ethical conduct, and reflective and holistic knowledge in a culturally appropriate and responsive manner. The focus of the course is the implementation of the role of professional counselor in your site setting. This will be enhanced via self-reflection journals and class exercises, case presentations, session review through video/audio tape, and your application of counseling theory and skills. We will also focus on multicultural competence and theory development through examination of evidence-based practice.

Course Objectives

The objectives to the course are to help students to:

- a. enhance basic counseling skills
- b. develop your case conceptualization and treatment planning skills with diverse clients
- c. understand how to evaluate the outcomes of your interventions
- d. improve your ability to accurately assess your strengths and areas for continued growth
- e. increase awareness of transference and counter-transference issues
- f. improve ability to develop and evaluate and modify treatment plans and goals
- g. appropriately engage in critique and feedback
- h. demonstrate understanding and application of APA ethical standards of professional conduct
- i. demonstrate understanding of empirically based treatment approaches

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

The Learning Objectives for this course are as follows:

- Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Important: Developing ethical reasoning and/or ethical decision making
- Essential: Learning to apply knowledge and skills to benefit others or serve the public good

## Standards and Assessments

As a counselor, you can be a vehicle for social justice in whatever setting you work and in whatever role you exercise in your career. All presentations in this course are expected to incorporate social justice perspectives and issues into the topics. The conceptual framework can be accessed at [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

The SOE's Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of this course primarily through:

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

## Readings

American Psychological Association Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice of psychology. *American Psychologist*, 61 (4), 271-285. DOI: 10.1037/0003-066X.61.4.271

Hays, P. A. (2009). Integrating Evidence-Based Practice, Cognitive–Behavior Therapy, and Multicultural Therapy: Ten Steps for Culturally Competent Practice. *Professional Psychology: Research and Practice* 40 (4), 354–360. DOI: 10.1037/a0016250

Jacobson, N. S., Roberts, L. J., Berns, S. B., McGlinchey, J. B. (1999). Methods for Defining and Determining the Clinical Significance of Treatment Effects: Description, Application, and Alternatives. *Journal of Consulting and Clinical Psychology* 67 (3), 300-307.

## Requirements

### *Weekly Reflection Journals*

You will keep a weekly journal of your practicum experiences and submit nine entries across the course of the semester. The journal entry should be at least 2 full pages (i.e., typed, double-spaced), and submitted electronically to the instructor by 12:00 pm on the Sunday before class. Ten journals are scheduled and you may elect to not turn one in. Use the journal to process your practicum experiences, including successes, frustrations, and anxieties regarding your work with clients, your supervision, and your professional development. Feedback will be given in the format of written comments. Since the instructor does not regularly meet individually with the students, it is a good way to provide more individualized feedback.

### *Evidence Based Practice (EBP) Case Presentation*

You will prepare a 60 minute formal presentation discussing your current work with a client and how you integrate your knowledge and understanding of the client, the scientific literature and contextual factors in your work with them. A complete description of the assignment is found at the end of this syllabus.

### *Clinical Case Study (CCS) Portfolio Artifact*

You are expected to write up a case study of one of your therapy clients. You should choose a client with whom you have had significant contact. The client may be currently engaged in services, or you may present on a client who you have already terminated with. You must present on an individual therapy case. The case study needs to attend to all of the following (note: client's identity must be masked to preserve confidentiality):

- a. Give a theoretically relevant case conceptualization. Include major theories of psychological change (e.g., humanism/existentialism, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, short-term psychodynamic therapy) as well as relevant theories from the basic psychological sciences (e.g., developmental psychology, biological bases of behavior) and normal human development.
- b. Discuss assessment strategies used, diagnosis (if appropriate) and how this fits with the theoretical perspectives discussed above.
- c. Describe the course of treatment over time, including how you used both clinical judgement and evidence based practice to guide decision making. Be sure to discuss where the course of treatment was consistent with and deviated from your theoretical conceptualization.
- d. Discuss client outcomes, your mode of assessing these outcomes, the plan of action that was developed at the end of the therapeutic relationship (if you reached a planned termination) and recommendations for future service.
- e. Separately, discuss how issues of social justice/multiculturalism, vocational psychology and prevention have influenced your client's presenting concern, course of treatment and therapy outcomes. If one or more of these issues have already been presented, you may briefly highlight them again, rather than thoroughly discuss them.

- This paper should be approximately 15-18 pages in length and written in APA format, excluding references.
- You must site and use at least 5 evidence based practice references that helped inform your clinical decision making processes (sections a and c).
- You should also site and discuss relevant Counseling Psychology literature (section e).
- Students will submit their case study, then they will be given the opportunity to present their clinical case study to the class and instructor for feedback, with the option of incorporating class feedback into the document, prior to final submission for a grade.
- Students must receive a final grade of a B or better on this assignment in order to submit it as a portfolio artifact. If students do not receive a grade of B or better, they may must rewrite the assignment to meet the portfolio requirement.
- The Coordinator of Clinical Training must approve the finalized Case Study as a portfolio artifact.

### *Self-reflection Paper*

Complete a 7-10 page Self-reflection Paper that addresses how your understanding of yourself as a clinician has developed over the course of the year. Please discuss the individual goals you initially set for yourself, your development as a multiculturally informed clinician, and how you have begun to integrate your understanding of yourself as a person with your theoretical orientation and clinical work.

### *Class Participation and Attendance*

Class attendance and participation is mandatory. Because the course is structured as a supervision consult group, attendance of the individual members greatly impacts the ability of all class participants to grow and learn. It is hoped that students will act as resources and colleagues to one another throughout the semester, so frequent and consistent interaction is essential to the learning process.

### *Paperwork/Clinical Performance*

The hours-verification form, supervisor's evaluation, and your site evaluation must be turned during the final week of classes. Students must receive satisfactory evaluations from their on-site clinical supervisors in order to pass the course.

### Grading Policy

Grades will be determined by the satisfactory completion of each of the above-mentioned requirements in addition to class participation, attendance and adherence to Ethical and Professional Standards. The interpersonal and professional behavior of students will be evaluated in counseling and supervisory sessions and seminars.

Students are expected to:

- be self-initiating
- be introspective, open and receptive to feedback
- be flexible in making appropriate changes in response to feedback
- be aware of and demonstrate behavior consistent with the ethical standards of ACA and of a caliber necessary to maintain effective professional relationships
- demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors
- maintain acceptable written records and reports of professional activities as required by the department and site supervisors

Your grade for this course will be determined by the following:

Weekly Reflection Journals	10 points
Evidence Based Practice Case Presentation	20 points
Clinical Case Study (Portfolio Artifact)	50 points
Self-reflection Paper	10 points
Class Participation and Attendance	10 points

For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-90 points	A	76-73 points	C
92-90 points	A-	72-70 points	C-
89-87 points	B+	69-67 points	D+
86-83 points	B	66-60 points	D
82-80 points	B-	59-	F
79-77 points	C+		

## Course Outline

Full class group sessions will be the format for the semester classes. Typically the first half of the class will be used for general discussion, professional and case consultation and self-reflection exercises. The second half of the class will be reserved for formal clinical presentations. If you are not scheduled to formally present, please still be prepared to play and discuss taped sessions. The rotation of presentations will be assigned during the first class meeting.

<u>Week</u>	<u>Class Topic</u>	<u>Assignment</u>
January 15	MLK Holiday – No Class	
January 22	Group Consultation	
January 29	Individual Meetings	Journal #1 Due
February 5	Doc Interviews – No Class	Journal #2 Due
February 12	Group Consultation	Journal #3 Due
February 19	Group Consultation EBP Discussion	Journal #4 Due Articles
February 26	Individual Meetings	Journal #5 Due
March 5	Spring Break – No Class	
March 12	EBP Case Presentation 1 (Dave) EBP Case Presentation 2 (Huabing)	Journal #6 Due
March 19	EBP Case Presentation 3 (Natasha) Group Consultation	Journal #7 Due
March 26	Individual Meetings	Journal #8 Due
April 2	Easter Holiday – No Class	CCS Papers Due
April 9	CCS Presentation 1 (Natasha) CCS Presentation 2 (Huabing)	Journal #9 Due
April 16	CCS Presentation 3 (Dave) Group Consultation	Journal #10 Due
April 23	Last Class: Wrap-up and Reflection	Self-reflection Paper Due

## LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

## Diversity

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

## Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

## Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. Across multiple courses students are assessed on the dispositions below. Students who show impairment in these categories may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on each dimension. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. Dispositions Assessment Rubric for this course can be found on LiveText and are delineated below.

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does not Meet Standard</b>
Interactions IL-LUC-DISP-2016.1	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA

	ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Field work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Multicultural Issues IL-LUC-DISP-2016.2	Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.	Candidate demonstrates knowledge of multicultural issues in counseling	Candidate occasionally demonstrates knowledge of multicultural issues in counseling	Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.
Multicultural Interactions IL-LUC-DISP-2016.2	Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.	Candidate has the ability to respond to others in a multi-culturally-competent manner.	Candidate occasionally has the ability to respond to others in a multi-culturally-competent manner.	Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.
Student Development IL-LUC-DISP-2016.3	Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.	Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.	Candidate has an intellectual understanding that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth, and they are at times able to demonstrate this in their practice.	Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development.
Student Needs IL-LUC-DISP-2016.3	All candidate interactions with clients and students are highly respectful and sensitive to	Some candidate interactions with clients and students are highly respectful and sensitive to	Some candidate interactions with clients and students are respectful and occasionally sensitive	Few candidate interactions with clients and students are highly respectful and sensitive to

	individual student and client needs, especially in the area of human development and learning.	individual student and client needs, especially in the area of human development and learning.	to individual student and client needs, especially in the area of human development and learning.	individual student and client needs, especially in the area of human development and learning.
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Updated 1/22/18 RRG

## Evidence Based Practice Case Presentation

You will be expected to present a case discussing how you incorporate evidence based practice into your work with client. Please prepare a handout summarizing your relationship and interactions with your client thus far, addressing each of the components below. The handout should be submitted electronically to the instructor and your class mates at 12:00 pm the Sunday before the presentation. It will be the responsibility of all students to have read the presentation prior to class. All identifying information about the client should be suppressed.

### Identifying Data:

Describe the demographic, physical and interpersonal characteristics of the client. Think of this description as “painting a picture” of what we could expect if we were to interact with the client.

### Presenting Concern:

Describe the specific reason that the client came to counseling, including onset, duration and severity of symptoms. Also, explain how the client came to access services, and why they chose to utilize services at this particular time.

### Relevant History:

Discuss the client’s family background, previous social and/or intellectual functioning, previous physical and mental health concerns, and any other relevant information that will help us to understand, at a basic level, how the client came to be who they are.

### Therapeutic Relationship:

Describe your therapeutic relationship with the client, how it developed initially and how it has changed over time. Be sure to include multicultural considerations and in particular the impact of similar or differing social identities and experiences.

### Evidence Based Course of Treatment:

Using an Evidence Based Practice perspective, discuss your course of treatment with the client. Describe what the client’s main concern or diagnosis is, how it came about, and what would be helpful in resolving it. Discuss or outline the course of therapy thus far, highlighting the important components of the treatment and how you addressed them. What theoretical and scientific literature have you consulted? How have you used this literature in your practice? How are you evaluating your client’s progress? How have your clinical decisions been based on an integration of your knowledge of the client, the scientific literature, the setting/environmental context and your interpersonal relationship with the client?

### Feedback:

What questions would you like answered by the class? What would you like to discuss further about this case?

### Presentation Format

The presentation should be approximately 60 minutes long and should consist of the following:

- A brief overview of the handout.
- The sharing of audio/video recordings. Recording across sessions are encouraged and may be played throughout the presentation if appropriate.
- Facilitation of a class discussion of the client, the therapeutic relationship and the application of Evidence Based Practice.
- Discussion summary by the presenter about what course of action to further take in the therapeutic relationship based on the class discussion (if still engaged in therapy).