

CNE 676: SUPERVISED PRACTICE IN COUNSELING

Course Number is a required course for Professional School Counselor Certification, and academic requirements for Licensed Professional Counselor, and Licensed Marriage & Family Therapist.

**Sam Houston State University, College of Education
Department of Educational Leadership & Counseling
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Text/Readings: REQUIRED TEXTS: School Counselors

Blum, Dorothy (1998). *The school counselor's book of lists*. Warminster, PA: Mar Co, Inc.

Johnson, Sharon L. (1997). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning*. San Diego, CA: Academic Press.

REQUIRED TEXTS: LPC, LMFT Students

Wiger, Donald E. (1999). *The clinical documentation sourcebook*. NY: Wiley.

Johnson, Sharon L. (1997). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning*. San Diego, CA: Academic Press.

RECOMMENDED TEXTS:

Jongsma, A., Peterson, L.M., & McInnis, W. (2000). *The adolescent psychotherapy treatment planner*(2nd ed.). NY: Wiley.

Jongsma, A., McInnis, W., & Peterson, L.M., (2001). *The child psychotherapy progress notes planner*. NY: Wiley.

Diagnostic & statistical manual of mental disorders, 4th Ed., Text Revision (DSM-IV-TR). APA.

Prerequisites: Admission to Candidacy and CNE 674 (Practicum in Group Counseling)

Course Description: This laboratory course is designed to prepare the student in the practical application and integration of the principles and methods of counseling.

IDEA OBJECTIVES:

Essential:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important:

- Developing skill in expressing oneself orally or in writing
- Learning how to find and use resources for answering questions or solving problems

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • State Standards • Specialty Organization Standards
1. Develop and maintain a counselor-client relationship and to apply counseling theory to practice	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>CACREP:K 5b,c,d</i> <i>SBEC: I(2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>NCATE: Standards 1-4</i>
2. Respond consistently to a client at a noticeably deeper level (Carkhuff Level 4) during at least two sessions	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>CACREP:K 5.b,c;</i> <i>NCATE: Standards 1-4</i>
3. Assist in decision-making processes (e.g., personal, social, educational, career) utilizing effectively a variety of counseling techniques or procedures	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>CACREP: K5b</i> <i>NCATE: Standards 1-4</i>
4. Help clients develop goals, assess needs, develop strategies, and evaluate the effectiveness of strategies, for maximizing positive factors and coping with negative factors in the client's lives	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>CACREP:K5 b</i> <i>NCATE: Standards 1-4</i>
5. Recognize school, work, family, culture, and/or community factors that affect the client's ability to succeed in accomplishing his/her goals; the counselor can effectively consult with individuals/groups to facilitate an environment in which clients can accomplish goals	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>CACREP:K 2a,c</i> <i>NCATE: Standards 1-4</i>
6. Demonstrate respect for diversity and provide equitable counseling to all individuals, regardless of culture, gender, family composition, learning style, or disabilities	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>CACREP:K 2c,d;</i> <i>NCATE: Standards 1-4</i>
7. Minimize barriers to communication that may be created by language differences	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>CACREP:K2c,d</i> <i>NCATE: Standards 1-4</i>
8. Understand and respond to the needs of individual clients differences	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5);</i> <i>CACREP: K5a;K2c</i> <i>NCATE: Standards 1-4</i>

9. Understanding assessment instruments & techniques that are relevant to career planning & decision making	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 4b,f,g,h NCATE: Standards 1-4</i>
10. Use referral systems, support networks, and professional consultations	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5e NCATE: Standards 1-4</i>
11. (For school counselors) Put in place systems that promote all learners' awareness of and participation in the guidance and counseling program	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); NCATE: Standards 1-4</i>
12. (For school counselors) Develop a model for designing and implementing instructional activities that are developmentally appropriate (e.g., mediation or decision-making skills); and work collaboratively with teachers and administrators to implement guidance activities	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); NCATE: Standards 1-4</i>
13. Develop strategies to help clients deal with various issues (e.g., self-esteem, homelessness, child abuse, divorce, suicide, school-age pregnancy)	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5.d; K3c NCATE: Standards 1-4</i>
14. (For school counselors) Use such strategies as needs assessments to identify program and learner goals & to ensure that the guidance curriculum teaches and encourages responsibility	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); NCATE: Standards 1-4</i>
15. Effectively consult with the parent/family of clients (e.g., progress in counseling, test results)	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5.d,e NCATE: Standards 1-4</i>
16. (For school counselors) Be familiar with referral processes, and establish open lines of communication with professionals working in community programs, to facilitate learners' access to community	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5.e; NCATE: Standards 1-4</i>

17. Facilitate critique of self and fellow students	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); NCATE: Standards 1-4</i>
18. Recognize factors that affect one's professional performance and ensure that his/her own interventions respect the integrity of individuals and result in healthy progression of relationships	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5.a,b,c NCATE: Standards 1-4</i>
19. Be able to terminate or refer clients based upon the client's needs	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5.b NCATE: Standards 1-4</i>
20. Engage in self-assessment and professional growth through a variety of activities	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K5c NCATE: Standards 1-4</i>
21. Write interview summaries and reports	*Documentation of individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision; file documentation	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); NCATE: Standards 1-4</i>
22. Determine and administer appropriate tests to clients and to interpret them adequately	*Individual assessment practice, in clinic and in school	Video tape review & supervision; assessment reports	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 7g; NCATE: Standards 1-4</i>
23. Adhere to the ACA ethical standards and legal process (e.g., in regard to child abuse with respect to section 504 of the Rehabilitation Act)	*Individual, marital, family, and group counseling practice, in clinic and in school	Video tape review & supervision	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5g; NCATE: Standards 1-4</i>
24. Striving toward the highest level of professionalism by adhering to & modeling professional, ethical, & legal standards	Provide for students modeling of professionalism	Student evaluations	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K 5g; NCATE: Standards 1-4</i>
25. Using reflection, self-assessment, & interactions with colleagues to promote personal professional development	In-class discussions & researching an assessment tool provide opportunity for self-assessment & -reflection, as well as feedback from colleagues	Student evaluations	<i>SBEC VI (1)</i>
26. (For Licensure Track students) Participate in one hour of face-to-face supervision weekly with doctoral student supervisor.	Individual supervision will occur off campus (arrangements may be made for supervision on campus outside practicum class time). Supervision sessions will be video taped and will be viewed during doctoral student's class.	FORMSS completed by doctoral student/supervisor.	<i>SBEC I (2), (8), (10), (12); II (1-10); III (1-5); IV (1-3); V (1-8); VI (1-5); CACREP:K5c NCATE: Standards 1-4</i>

Web addresses for standards:

CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

SBEC: Standards for the School Counselor Certificate:

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)

NCATE: <http://www.ncate.org>

Course Format:

This course will include mini-lectures, discussions, staffings, intake procedures, testing and interpretation, direct counseling services, individual and group critiques (written and oral), case presentations, consultation, record keeping procedures, viewing colleagues in counseling sessions, and referral procedures.

The first three hours of class are devoted to individual counseling, marital/family counseling, assessment, interviewing prospective candidates for the SHSU counseling program, making referrals, doing research, preparing paper work, and answering telephones.

The last hour and a half is for group supervision for case presentations, consultation, didactic discussions of counseling issues, viewing video tapes, listening to audio tapes, checking progress notes, receiving and giving feedback on counseling done that class period and reviewing feedback from school supervisor.

Each student will receive one hour of individual dyadic supervision by the professor/doctoral student/ or off-campus supervisor. Supervisors will maintain a weekly log of their supervision activities.

Course Objectives: Effective counselor training constitutes a progression of knowledge and skills acquisition as well as personal and professional development on the part of the counselor intern. These components are assumed to be interrelated and in the process of becoming integrated into an individual counseling style through varied methodology and content. As this integrative process approaches completion, in relation to the training components, the individual counselor intern should have a realistic appraisal of his/her level(s) of command and functioning across these several categories. The supervised practicum in counseling is intended to accommodate this self-appraisal process as well as other programmatic objectives.

This component of the counselor program is viewed primarily as two-fold:

1. To provide the counselor intern an opportunity to check, evaluate, synthesize, and improve his/her counseling skills, theory and knowledge, and personal style of counseling through actual counseling experiences; and
2. To provide a setting wherein the supervisor(s) can assist the counseling intern in evaluating his/her strengths and weaknesses and in confirming the strengths and improving the weaknesses as they are evidenced across several relevant categories (including but not limited to reactions to stressful situations).

Course Requirements:

1. Each counselor intern will be required to engage in a minimum of 65 hours of supervised counseling experiences (some of the contact hours accumulated during on-site school counseling will be in addition to the required 65 hours on campus), including:
 - a. a minimum of 30 hours of face-to-face client contact (25 hours minimum must be accumulated on-campus);
 - b. testing and test interpretation, when deemed necessary;
 - c. supervision regarding client sessions;
 - d. observation and critiquing of fellow counselors' sessions, and completion of counselor observation form while observing;
 - e. record keeping relative to client caseload (Progress Notes);
 - f. attending professional counseling conferences (see professor).
2. During the on-campus practicum hours when a counselor intern is not counseling, he/she should be participating in one of five activities:
 - a. receiving feedback from the supervisor/professor;
 - b. observing a counseling session and completing written feedback for the fellow counselor;
 - c. role-playing with other practicum student(s);
 - d. becoming familiar with testing & assessment instruments;
 - e. sharing the telephone and desk responsibilities as needed
3. Each client session is to be audio- and video-taped for critiquing and supervision purposes.
4. Prompt, regular attendance for class seminar and for client sessions is expected.
5. Whether a member or not, the counselor intern must adhere at all times to the Ethical Standards of the American Counseling Association.
6. Each counselor intern is responsible for the following written papers as well as any others which may be assigned, as deemed necessary, by the supervisor:
 - a. a session summary for each client session;
 - b. a feedback form to one fellow counselor each week;
 - c. a history and goal statements for each client;
 - d. a summary for each client upon termination; and,
 - e. a treatment plan for every client should be ready in rough draft form prior to the 3rd session and both completed and approved by your supervisor by the start of the 4th session. A DSM IV-TR diagnostic impression may be included when appropriate.
7. Type two (2) 10-minute transcriptions (from on campus cases, excluding the initial visit with the client) and critique. At the professor's discretion, a student may be asked to do additional transcriptions. **Due: 4th & 13th class periods.**

8. Read and outline, in detail, “Person-centered therapy” by Nathaniel Raskin and Carl Rogers. The reference is:
Raskin, N., & Rogers, C. (2000). Person-centered therapy. In R. J. Corsini & D. Wedding (Eds.), *Current psychotherapies* (pp. 133-167). Itasca, IL: Peacock.
Due: 3rd class period.
It is on electronic reserve in the library under Dr. Bruhn’s name and CNE 676. The password is “practicum.”
9. It is expected that the intern will read one journal article, textbook chapter, etc., for every new case or clinical issue encountered throughout the semester and also list the reference on the reading log form.
10. Complete A or B:
 - A. Prepare a flyer, chart, brochure, etc., you would provide clients concerning the helping process. For school counselors, prepare a one-page flyer to send home to parents about you and your role as school counselor; for LPC students, prepare a flyer or brochure appropriate for advertisement of your counseling practice). **Due: 9th class period.**
 - B. Distribute our clinic flyer to 5 sites in the Huntsville and Walker County area. Turn in a list of the location of each site. **Due: 3rd class period.**
11. Students need to have a professional disclosure prepared by the second class meeting. Two copies should be available for each new client (one for client and one for client file).
12. **School counseling interns only:**
 - a. Become familiar with school policy regarding counseling students — first time and continuing sessions, referral, and client guidelines
 - b. Meet with your principal and on-site counselor supervisor and discuss course requirements before beginning practicum activities.
 - c. Present yourself to the total school faculty or grade level team explaining your requirements for the course and needed cooperation.
 - d. Turn in a one-page reaction paper on items b and c above.
 - e. Turn in completed time log and session log kept during the entire semester, in which you document how you spent a minimum of eight 30 minute units of counseling per week, including one 30 minute unit in each of the following counseling and guidance related activities: Individual counseling, parent consultation, teacher consultation, small group counseling, classroom guidance, supervision with the off-campus counselor, and counseling preparation activities (include all activities in log).
 - f. Turn in report of 4 counseling activities with student(s), parent(s), teacher(s), small group(s) and/or classroom guidance which includes a one-page write-up consisting of: Identifying data; goals for session; brief summary of content; strengths; weaknesses; future plans, due at the end of each month. (Feb., March, April for Spring semesters; April, May for Summer semesters; September, October, November for Fall semesters)

COURSE EVALUATION:

The counselor intern will be evaluated in terms of:

1. Counseling performance skills (e.g., in-session behavior, facilitative skills, procedural skills, theoretically-based techniques);
2. Counseling cognitive skills (e.g., case conceptualization, rationale for interventions);
3. Open to supervisory suggestions and recommendations and display efforts at integrating them into their work with clients; and
4. Progress developmentally during the course of the semester. In addition, grades will be determined by the input from the school supervisor and overall ratings on various evaluations.

To successfully complete the course, the student must meet the proficiencies of this course listed above. One must attain a minimum grade of "B" for successful completion of the course. Students unable to meet the proficiencies will not receive a passing grade. *Students must be able to demonstrate that they can respond consistently to a client at a noticeably deeper level (Carkhuff Level 4) during at least two sessions to receive the grade of A.* Students responding at Level 3 at the end of the semester will receive an F. Unless unusual extenuating circumstances occur (e.g., medical, death, emergency), you are expected to complete the course requirements by the end of the semester.

Assessment of your student and professional behaviors includes attendance, punctuality, turning in assignments when due, participation, case presentation, keeping adequate records, and your ability to critique your sessions and those of other students. Assessment of counseling behaviors will be based on videotapes, live interviews, site visitations, and class case presentations. Class case presentations must be accompanied by audio or video examples of the session.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell

phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Throughout the semester:

- Read articles on client issues and maintain reading log
 - Write a treatment plan for each client by end of 3rd session
 - Maintain progress notes and folders for each client
 - Complete one self-evaluation form each week
 - Critique one fellow student each week unless you have 3 clients
 - Meet with supervisor one hour each week and maintain log
 - Accumulate 65 hours of practicum experience including 30 direct hours
 - School counselors: Eight (8) 30 minutes counseling activities per week
- Maintain reading log, supervision log, and hours of all counseling activities

First/Last Video-tape Critique Report

For an early and later tape, look/listen for examples of the following counseling responses and provide direct quotes of client statements and your response to demonstrate your competence.

- Reflection of content
- Reflection of affect
- Summarization responding to content and feeling
- Minimum encouragers
- SOLER (square shoulders, open posture, lean forward, eye contact, relax)
- Use of open-questions
- Use of closed-questions
- Use of probes
- Identify your strengths

- Identify your shortcomings and how you would correct

For the later taped session, respond to the above and include evidence of your response at Carkhuff's Level 4 (Egan's Advanced Empathy.)

Report must be double-spaced and typed using size 12 font.

New

Sharpening your listening skills - sharpener

Take note of what you need to change – note pads or stickies

Stretch yourself to learn new skills – rubber bands

What's in your client's life that is causing the most trouble? – white out

Clasp it all together – clasp

Getting comfortable with emotions – Kleenex tissue

Ideas: Let them do their case presentation/article on first client and challenge them to keep that client through whole semester to see progress and follow teaching items.