

SUMMER 2008

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**

Instructor:

Van Wiesner, Ph.D., MBA, LPC, NCC, CCMHC
Office: Counselor Education Center, Room 118
P.O. Box 2119, Huntsville, TX 77341
Phone: 936-294-4657; Fax: 936-294-4277
Office Hours : By Appointment.
e-mail: wiesner@shsu.edu

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: <ul style="list-style-type: none"> • 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); CACREP:K2c,d 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); CACREP: K5a;K2c 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 (in rare cases).

The last two hours are for group supervision, 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. The curricula

for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

practice .

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 six 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 if needed (rare case).
 - f. conducting a feedback session with the client of another student. 5 to 10 minutes in length. This is video taped and turned in to the professor.
3. Each client session is to be audio- **and** DVD-recorded for critiquing and supervision purposes.
4. Prompt, regular attendance is more than expected - it is **critical**. **We will meet from 4:30 pm to 10:00 pm each night the clinic is open**. Break time will be from 8:15 to 8:30. You are welcome to bring food into the control room and may eat during the mini-lectures and supervision that takes place from 8:30 to 10:00 pm. Please be back by 8:30

pm for the class if you decide to go get food. We have a microwave and refrigerator for use in the counseling office kitchen so feel free to make use of that.

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 if you watched their session.
 - 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 before the start of the 4th session. A DSM IV-TR diagnostic impression must be part of every treatment plan. Not every client will have a diagnosable condition, but information for all 5 axes should be included.
7. Type one (1) 5-minute transcriptions (from on campus cases, excluding the initial visit with the client) and critique [turn in the audio tape as well]. At the professor's discretion, a student may be asked to do additional transcriptions. **Due: July 21**
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: June 23rd
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. Each week a client is seen you will turn in a reading log. There will be a minimum of one reading per reading log.
10. 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: July 14th.**
11. Students need to have a professional disclosure prepared and emailed to the professor at least 48 hours prior to the second class meeting of **June 16th**. Two copies should be available for each new client (one for client and one for client file). If you see a couple each member should receive their own copy.
12. Career counseling assignment (to be announced) will be due **July 7th**

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. Openness to supervisory suggestions and recommendations. The display of efforts at integrating supervision insights 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". This is not the only requirement to get an "A" – other assessment criteria are included in the next paragraph.* 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.

Dress Code: You will be entering into a professional relationship with clients at the Dr. Jack S. Staggs Counseling Clinic. You will also be representing Sam Houston State University. Dress professionally. This means no blue jeans or short skirts. Men do not have to wear ties, but a tie would be a nice touch. The general guideline is to dress conservatively. Think about how you might dress for a job interview.

Ethical Guidelines: Whether you are a member or not, all students will adhere to the American Counseling Association's Code of Ethics. Never give a client your home address, work address, or any phone numbers other than those numbers associated with Sam Houston State University or appropriate referrals. Do not discuss the specific content of sessions unless required to do so by ethical or legal guidelines, during this specific class, or as part of supervision with your designated supervisor. Please make sure the control room door is always closed and refrain from using the name of your client outside of the control room. If you **must** use a name, only use the client's first name, but try to avoid even that. Someone in the lobby or bathroom may hear the name and we want to protect privacy and confidentiality at all possible times. Please be aware that conversations in the hallway may be heard by clients in the lobby.

Counseling Program Attendance Policy:

Attendance and active class participation is crucial. In an emergency or in cases of severe illness, students will not be penalized if one class (3 hours) is missed, but a call or email to the professor is expected.

With a second absence, a drop of one letter grade will occur unless the student receives special dispensation. Following a second absence, the student must write a letter to the Counseling Faculty explaining the extenuating circumstances for the **both** absences. The faculty will then discuss the situation and decide if the letter grade drop will occur or if the student will be excused from that action.

Another drop of a letter grade will occur for each subsequent absence beyond two.

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.

Thank you for turning your cell phone off.