
CHICAGO STATE UNIVERSITY

I. PSYC 5950 (434), Practicum in Counseling II/100 Clock Hours field/ (3)

Chicago State University
Department of Psychology
Three (3) Credit Hours
Harold Washington Hall, Room 311
Fall 2009

II. Instructor:

Lindsay Bicknell-Hentges, Ph.D.
Professor
Office: HWH 245
Phone: 995-2210
Office Hours: Tuesday and Thursday 2:00-4:00 p.m. other hours by appt. (Call 995-2359 for appt.)
Email: lbicknel@csu.edu

III. Attendance Policy:

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session, and group supervision is a requirement of the counseling program. Points will be deducted from your final grade if you are absent, tardy or leave class early. Please inform the instructor if you must miss class. University policy will be followed for attendance problems. Please note that it is the student's responsibility to drop this course if necessary.

IV. ADA Policy

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisite:

Completion of PSYC 5790/431, accepted as a candidate for clinical courses and written application during semester prior to enrollment. Admission to the master's degree program.

VI. Conceptual Framework:

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

Students will engage in individual, family, or group-counseling relationships with clients in practicum placement sites. In addition to analyzing their own work, students will be responsible for presenting their work in class and receiving feedback from peers and supervisor. Supervision will address the (1) students' individual issues which may be adversely impacting their delivery of counseling services, and (2) the continued development of clinical skills in the application of counseling theory to actual counseling situations (3) the ability to diagnose with the DSM-IV and apply these descriptive classifications to the unique needs of their clients, (4) the appropriate use of a treatment plan, developed in conjunction with the client and the supervisor.

All practicum requirements are clarified in the Handbook for Clinical Courses (Bicknell-Hentges, 2009) and are discussed with off-site supervisors at least once per semester. On-site supervisors will be visited at least once per semester by the university supervisor and ongoing phone contact will be maintained in order to maintain appropriate supervision and practicum student experience. The University Supervisor will maintain a supervisory relationship with each on-site supervisor throughout the semester. Both supervisors will evaluate the student's progress at the end of the semester.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

- 1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.*
- 2. Students will demonstrate knowledge in assessment, research, and evaluation.*
- 3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.*
- 4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.*
- 5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.*
- 6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.*
- 7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.*
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives and Assessments/Student Outcome Measures

| Course Objectives | Measures of Objectives | Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health |
|--|---|---|
| a. To understand counseling professional organizations, including membership benefits, activities, services to members; licensure, credentialing, accreditation, and current professional issues | Discussion and application in the field, supervisor evaluations | CACREP = 1f, 1g SC = A3, A4 |
| b. To identify advocacy processes needed to address public mental health policy, financing, regulatory processes, as well as institutional and social barriers that impede access, equity, and success for clients | Discussion and application in the field, supervisor evaluations | CACREP = 1i |
| c. To apply the ethical standards of school counseling professional organizations and credentialing bodies, and applications of ethical and legal considerations in school counseling. | Discussion and application in the field, supervisor evaluations | CACREP = 1j SC = A2, B1 |
| d. To understand individual, couple, family, group, and community strategies for working with an advocating for diverse populations, including multicultural competencies | Discussion and application in the field, supervisor evaluations, case reports | CACREP = 2d |
| e. To learn to counselor's role in developing cultural self-awareness, advocacy, promoting social justice, and other culturally supported behaviors that promote optimal wellness and growth of human spirit, mind, or body within family members. | Discussion and application within the field, supervisor evaluations, case reports | CACREP = 2e CMH = |
| f. To understand exceptional abilities and strategies for differentiated interventions | Discussion and application within the field, supervisor evaluations, case reports | CACREP = 3e |
| g. To know career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy | Discussion and application within the field, supervisor | CACREP = 4g |

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| | evaluations | |
| h. To understand counseling theories consistent with current professional research and practice that provide models to conceptualize client presentation and that help in selecting appropriate counseling interventions as well as beginning to develop a personal model of counseling | Discussion and application within the field, supervisor evaluations, case reports | CACREP = 5d |
| i. To understand a systems perspective that provides and understanding of families and other major systems theories and major models of family and related interventions | Discussion and application within the field, supervisor evaluations | CACREP = 5e |
| j. To know group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation and effectiveness | Discussion and application within the field, supervisor evaluations | CACREP = 6d ISBE = 19 |
| k. To understand standardized and nonstandardized testing and other assessment techniques, including norm-references and criterion referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations | Discussion and application within the field, supervisor evaluations | CACREP = 7b |
| l. To apply principles and models of needs assessment and program evaluation and findings to effect program modifications | Discussion and application within the field, supervisor evaluations | CACREP = 8d |
| m. To use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. | Discussion and application within the field, supervisor evaluations, case reports | CMH= D1 |
| n. To apply multicultural competencies to counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. | Discussion and application within the field, supervisor evaluations, case reports | CMH = D2 |
| o. To apply effective strategies to promote | Discussion | CMH = D4 |

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| client understanding of and access to a variety of community resources | and application within the field, supervisor evaluations, case reports | |
| p. To demonstrate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating | Discussion and application within the field, supervisor evaluations, case reports | CMH = D5 |
| q. To demonstrate the ability to use procedures for assessing and managing suicidal risk | Discussion and application within the field, supervisor evaluations, case reports | CMH = D6 |
| r. To apply current record-keeping standards related to clinical mental health or school counseling | Discussion and application within the field, supervisor evaluations | CMH = D7 |
| s. To provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders | Discussion and application within the field, supervisor evaluations, case reports | CMH = D8 |
| t. To 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 | Discussion and application within the field, supervisor evaluations | CMH = D9 |
| u. To maintain information regarding community resources to make appropriate referrals | Discussion and application within the field, supervisor evaluations | CMH = F1 |
| v. To demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally | Discussion and application | CMH = F3 |

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| appropriate for diverse populations | within the field, supervisor evaluations, case reports | |
| w. To 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 | Discussion and application within the field, supervisor evaluations, case reports | CMH = L1 |
| x. To be able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaboration professionals | Discussion and application within the field, supervisor evaluations, case reports | CMH = L2 |
| y. To differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events | Discussion and application within the field, supervisor evaluations, case reports | CMH = L3 |
| z. To articulate, model, and advocate for an appropriate school counselor identity and program | Discussion and application within the field, supervisor evaluations | SC = B2 |
| aa. To know strategies for helping students identify strengths and cope with environmental and developmental problems | Discussion and application within the field, supervisor evaluations, case reports | SC = C3 |
| bb. To demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms | Discussion and application within the field, supervisor evaluations, case reports | SC = D1 |
| cc. To demonstrate multicultural competencies, ability to engage families, and advocacy for experiences and policies that | Discussion and application | SC = F1, F2, F3, F4 |

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| promote learning and development in all students | within the field, supervisor evaluations | |
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Professional Standard Sets

- National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>
- Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>
- Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

XI. Grading Policy:

Evaluation Criteria:

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| * Feedback from field supervisors (including conferences and rating scales) | 40% |
| Evaluation by the University Supervisor | |
| <ul style="list-style-type: none"> • Effective participation in class seminars. • Analysis and timeliness of weekly logs. • Midsemester review of student’s progress. • Field experience contract. • Ethical and professional behavior. • Complete Final Checklist • Practicum Portfolio | 40% |
| <ul style="list-style-type: none"> • Minimum of three written case studies. • Minimum of two formal case presentation. | 20% |
| Total | 100% |

**Thus part of your grade is dependent on your Site supervisors ratings and feedback and the remainder your grade is dependent upon class participation, presentations, and written assignments.*

Course Requirements:

Students must complete 100 hours of practicum field experience. At least 40 of these hours must be in direct service. For students in the School Track, approximately half of these hours will be conducted in the elementary setting and the other half will take place in a secondary setting. Students will be required to attend all the weekly supervision sessions scheduled by their university supervisor. Students must follow the

requirements listed I the Handbook for Clinical Courses.. The Coordinator of the Counseling Graduate Program must approve all practicum sites and all supervisors must have be a an appropriate license (LCPC – not LPC, LCSW, Licensed clinical psychologist) or certification (Type 73 Certification in School Counseling) and at least two years experience as a clinician following licensure/certification.

Students are placed in settings that are culturally diverse. Field supervisors sensitize them to the unique cultural characteristics of their setting. Students must complete at least one hour of individual supervision with their field supervisor per week, one hour of individual/triadic supervision with their university supervisor, and at least one hour of group supervision with their university supervisor. Other roles and responsibilities are listed in the clinical handbook. Students are held responsible for knowledge of the content of the handbook.

Students must complete weekly logs and have them signed by their field supervisor. Just prior to the end of the semester, students will complete a log summary sheet, which is also signed. Each student will evaluate

the field and university supervisors as well as the site at the end of the semester. Students will also complete Counseling Practicum Portfolio, as described in this syllabus. Students will continue their development as visionary learners. Skill in the areas of critical thinking, human relations, evaluation, communication, leadership, methodology, and professionalism is expected of the field-practicum student. To that end, the following list contains examples of the types of activities, which are expected to foster this skill development. The list is not all-inclusive.

Content Areas:

Topics will vary according to the needs and experiences of each practicum student. Topics will include but will not be limited to:

1. Case presentations by students.
2. Effective development and use of treatment plans.
3. Needs Assessment: Development and Application.
4. Mental Status Examinations.
5. Consultation Theory and Application
6. Ethical and legal issues and applications.
7. Application of counseling theory and techniques for individuals and groups.
8. Appropriate use of assessment instruments.
9. Culturally appropriate use of the DSM-IV for multi-axial diagnostic and treatment planning purposes.
10. Interplay of professional skills, interpersonal abilities, and personal qualities.
11. Initiation, maintaining, and termination of counseling.
12. Development of strategies for working with diverse couples, families, and siblings.
13. Special issues, such as Child Abuse and Neglect, Substance Abuse, etc.
14. Professional organizations, licensure, certification, accreditation and relevant issues
15. Role of counselor as advocate
16. Public policy and counseling
17. Institutional and social barriers to client access, equity, and success: How to address them
18. Group counseling strategies
19. Multicultural competencies and culturally responsive clinical adjustments for diverse clients
20. Promoting self-awareness
21. Promoting social justice and advocacy
22. Applying career practice, evaluation, programming, etc. in the field
23. Strategies for individuals with exceptional abilities
24. Referrals and accessing community resources
25. Working with addiction and co-occurring disorders
26. Assessing and managing suicidal risk
27. Crisis intervention strategies
28. Record keeping
29. Case conceptualization
30. Developmentally appropriate reactions to crises, disasters, and other trauma-causing events
31. Involving and empowering parents and families to advocate on their children's behalf

XII. Required Texts:

- Bicknell-Hentges, L. (2009). *Handbook for Clinical Courses*. Chicago: Chicago State University, Department of Psychology.
- American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders- Fourth Edition- Text Revision*. Washington, DC: American Psychiatric Association.
- Rosenthal, H. (2007). *Encyclopedia of counseling: Master review and tutorial for the national counselor*

examination and state exams, 3rd Edition. New York: Brunner-Routledge.
 Russell-Chapin, L. & Ivey, A. (2004). *Your supervised practicum and internship: Field resources for turning theory into action.* Pacific Grove, CA: Brooks/Cole.

XIII. Required reading:

Selected readings from articles made available by the instructor.

XIV. Bibliography:

- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual (4th Ed.)*. New York: Guilford Press.
- Bicknell-Hentges, L. & Lynch, J. (2006). Educational interventions for Post Traumatic Stress Disorder (PTSD) in urban students: Differentiating Attention Deficit Disorder (ADD) and other disorders from PTSD. *Illinois Schools Journal*, 85 (1), 35-52.
- Bicknell-Hentges, L. (2004). Teach me your world: Lessons in culture from a family in crisis. In LeCroy, C. & Daley, J. (Eds), *Child and adolescent case studies*. Brooks-Cole/Wadsworth.
- Bicknell-Hentges, L. & Lynch, J. (2004). Helping families with Reunification: Returning a child to a less than perfect family. In LeCroy, C. & Daley, J. (Eds.) *Child and adolescent case studies*. Pacific Grove, California: Brooks-Cole/Wadsworth Publishing.
- Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs, 2nd Edition*. ASCA.
- Canino, I. A. & Spurllock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.
- Corey, G. & Corey, M. (2003). *6TH Edition. Issues and Ethics in the Helping Professions*.
- Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.
- Landreth, G.L. (2002). *Play therapy: The art of the relationship (2nd Ed.)*. New York: Brunner Routledge.
- Lawson, D. M. (2009). Understanding and treating children who experience interpersonal maltreatment: Empirical findings. *Journal of Counseling and Development*, 87, (2), 204 – 215.
- MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.
- Ober, A.N., Granello, D. H., & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision*, 48 (3), 204-221.
- Patterson, A., Alcala, A., McCahill, M., & Edwards, T. (2006). *The therapist's guide to psychopharmacology: Working with patients, families and physicians to optimize care*. New York: Guilford.
- Pearce, J. W., & Pezzot-Pearce, T. D. (2007). *Psychotherapy of abused and neglected children*. New York: Guilford.
- Poussaint, A. & Alexander, A. (2000). *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis among African-Americans*. Boston: Beacon Press.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.
- Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.
- Trolley, B.C., Mars, H.S. (2009). *A school counselor's guide to special education*. Corwin Press.

Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

XVII. Course Calendar:

PSYC 5959/434: Tentative Schedule:

Each week, a portion of class time will be spent in lecture and discussion of the following topics with the latter portion of class spent in case discussion, formal case presentation by students, and other relevant clinical discussions related to students' field experiences.

| Week | Topics | Assignment/Assessment with Session Due |
|-------------|---|--|
| 1 | Role and function of practicum student within a school/community; professionalism, handling conflicts within internship, contracts and other required documentation | Names and contact information of sites and supervisors |
| 2 | Case Presentation: Formal and Informal. A. Identifying Information b. Presenting Problems/Referral Source c. Behavioral Observations d. Mental Status Examination Case Presentation (Continued) a. Analysis of the Problem b. Treatment Goals c. Course of treatment d. Recommendations | Initial documentation due: 1) Letter of Intent 2) Resume 3) Site Supervisor Information 4) Contract 5) Counseling Site Registration a) A description of the site, including basic demographics, types of services offered, etc. 6) Goals of Practicum Experience 7) Schedule for how goals will be met a) Behavioral Objectives (exactly what will you do to accomplish your goals) |
| 3 | DSM-IV | Check weekly logs for accuracy and completeness |
| 4 | Consultation Theory and Application | |
| 5 | Barriers and Enhancements to Academic Performance; Developmental Issues | Case Presentations |
| 6 | Written Case Reports; Suicidal Risk Assessment; Child Abuse | First Case Report Due |
| 7 | Confidentiality and the Limits of Confidentiality; Crisis Intervention | Case Presentations |
| 8 | Special Education / Case Management | Case Presentations |
| 9 | Multicultural Competence; Case Conceptualization | Second Case Report Due |
| 10 | Ethical and Legal Issues for Working with Children and Adolescents in Schools | Case Presentations |
| 11 | Group Counseling | Case Presentations |
| 12 | Environmental Conditions/Systemic Issues: Marital and Family Issues | Case Presentations |
| 13 | Termination Issues | Final Case Report Due |
| 14 | Processing the Practicum Experience, Professional Organizations, Continued Professional Developments, Credentialing | Portfolio due |
| 15 | Individual Meetings | |

Chicago State University - Counseling Graduate Program

Instructions for Portfolio and Final Documents:

Packet 1: Documents to be submitted in a spiral bound Portfolio for student file

- ___ Portfolio (School or Clinical Mental Health Counseling) Scoring Guide (Blank)
- ___ Title Page (Candidate's name, program, admittance & graduation, & university name)
- ___ Table of Contents (Consistent with tabbing of major categories used to organize portfolio)
- ___ Resume
- ___ State testing results (Type 73 and Basic Skills) for School Track only
- ___ Introduction
- ___ Philosophy/Theoretical Orientation
- ___ Assessment of Developmental Counseling Program Scoring Guide (School Track only)
- ___ Site Registration Form
- ___ Signed Weekly Logs
- ___ Signed Log Summary Sheet *(Check if adequate direct and indirect hours)*
- ___ Practicum/Internship Student Evaluation by site supervisor (First Copy)
- ___ Contract (s) for Each Site ___ Signed HIPPA Form

Packet 2: Documents to submitted separately in a large envelope and not bound together

Documents to be completed by Site Supervisor

- ___ Field Supervisor Information Form (s) *(2 Page form)*
- ___ Practicum/Internship Student Evaluation by site supervisor (Second Copy)
- ___ Clinical Supervision Record *(To be completed by Site Supervisor)*
- Documents to be completed by Student
- ___ Case Studies *(Write number completed)*
- ___ Tapes of Counseling Sessions (Write number submitted)
- ___ Site Evaluation Form (s)
- ___ Site Supervisor Evaluation Form (s) *(2 page form)*
- ___ University Supervisor Evaluation Form *(Should be returned in attached sealed envelope)*
- ___ Program Evaluation Form *(For students in internship only- returned in attached sealed envelope)*

Note: Student is responsible for making additional copies of documents as needed

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

C. *Plagiarism and Academic Misconduct:* Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures," article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust the grades downward, award a failing grade for the semester, or seek further sanctions against the student.

D. In addition to the policies described above, this course, like other courses in the Counseling program, requires that students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.

E. *Unattended Children:* Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class