



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

Chicago State University  
Department of Psychology  
Three (3) Credit Hours  
Wednesday 5-7:50pm

**II. Instructor:**

Dr. Shirlyn Garrett-Wilson, Ed.D., NCC, LCPC  
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**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. Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 198. The telephone number is 773.995.4401. Accommodations may be requested at any time, but they are not retroactive.

**V. Course Prerequisite:**

Completion of PSYC 5790, 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:**

The College of Education's conceptual framework serves as the model for preparing all candidates to succeed in helping all urban children learn. This preparation is characterized and distinguished by five core themes: (1) **partnerships** with the education community; (2) **assessments** of teaching and learning that are consistent and frequent; (3) **contextualized** teaching experiences; (4) **technology**-integrated curricula and instructional delivery and (5) **standards**-based teaching and learning. This course provides a basic foundation upon which an understanding of counseling theory can promote the learning process for youth.

**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 5 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 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. **Since the site supervisor is responsible for the individual/triadic**

supervision. There will be at least bi-weekly email contact between both supervisors regarding the student's progress and more frequently when needed or appropriate as noted in the contract. 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 Moodle (the CSU online learning system located at [www.csu.edu](http://www.csu.edu)), open attachments, and conduct a library search online. The CSU Moodle 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 Moodle and your CSU email account as messages will be sent to the university email account. In the event that you have problems with accessing either Moodle 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. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. *Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.*
5. *Effectively respond to professional and ethical issues.*
6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. *Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.*
9. *Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.*

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**X. Course Objectives and Assessments/Student Outcome Measures**

<b>Course Objectives</b>	<b>Measures of Objectives</b>	<b>Standards</b> <b>CACREP = Council for Accreditation of Counseling and Related Educational Programs</b> <b>SC – School</b> <b>CMH – Clinical Mental Health</b>
a. To apply evidence-based counseling strategies and techniques for prevention and intervention	Discussion and application in the field, supervisor evaluations	CACREP = 5j
b. To identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Discussion and application in the field, supervisor evaluations	CACREP = 1e
c. To apply the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Discussion and application in the field, supervisor evaluations	CACREP = 1i
d. To understand the role of counseling supervision in the profession	Discussion and application in the field, supervisor evaluations, case reports	CACREP = 1m
e. To demonstrate multicultural counseling competencies	Discussion and application within the field, supervisor evaluations, case reports	CACREP = 2c
f. To demonstrate essential interviewing, counseling, and case conceptualization skills	Discussion and application within the field, supervisor evaluations, case reports	CACREP = 5g
g. To demonstrate developmentally relevant counseling treatment or intervention plans	Discussion and application within the field,	CACREP = 5h

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	supervisor evaluations	
h. To develop a personal model of counseling	Discussion and application within the field, supervisor evaluations, case reports	CACREP =5n

**Professional Standard Sets**

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

**XI. Grading Policy:**

**Evaluation Criteria:**

\* Feedback from field supervisors (including conferences and rating scales) 40%

Evaluation by the University Supervisor

- 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%
- 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 in the Handbook for Clinical Courses. The Coordinator of the Counseling Graduate Program must approve all practicum sites and all supervisors must have an appropriate license (LCPC – not LPC, LCSW, Licensed clinical psychologist) or professional educator's School Counselor license and at least two years of experience as a clinician following licensure.

Students are placed in settings that are culturally diverse. Field supervisors sensitize them to the unique cultural characteristics of their setting. ***Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.*** Students also must participate in at least an average of one and ½ hours of weekly 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 lead or co-lead at least one counseling or psychoeducational group during practicum or internship. 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 5 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:**

- Chicago State University.(2018) *Handbook for Clinical Courses*. Chicago: Chicago State University, Department of Psychology.
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders- 5*. Washington, DC: American Psychiatric Association.
- Rosenthal, H. (2007). *Encyclopedia of counseling: Master review and tutorial for the national counselor examination and state exams, 3<sup>rd</sup> Edition*. New York: Brunner-Routledge.

**XIII. Required reading:**

Selected readings from articles made available by the instructor.

**XIV. Bibliography:**

- American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.
- American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from [www.counseling.org/about-us/about-aca](http://www.counseling.org/about-us/about-aca)
- American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.
- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder(5<sup>th</sup> ed.)*. Arlington, VA: American Psychiatric Publishing.
- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4<sup>th</sup> Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental Health Counseling*, 37, 152-163.
- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual (4<sup>th</sup>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



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- 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, 2<sup>nd</sup> Edition*. ASCA.
- Canino, I. A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.
- Corey, G. & Corey, M. (2003). 6<sup>TH</sup> 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.
- James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies (8<sup>th</sup> ed)*. Boston, MA: Cengage learning.
- 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 (2<sup>nd</sup> 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 21<sup>st</sup> 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., Albalá, 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.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders (5<sup>th</sup> ed.)*. Hoboken, NJ: Wiley.
- 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*

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- and gender: Multiple identities in counseling.* Upper Saddle River, N.J: Prentice-Hall.
- Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling and Development, 87*, (2), 216-226.
- Sheperis, C. J., Young, J. S., & Daniels, M. H. (Eds.). (2017). *Counseling research: Quantitative, qualitative, and mixed methods.* Hoboken, NJ: Pearson.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7<sup>th</sup> ed.)*. Hoboken, NJ: Wiley.
- Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling (2<sup>nd</sup>)*. (pp. 311-336). Thousand Oaks, CA: Sage.
- Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy.* Washington, DC: American Psychological Association.

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### XVII. Course Calendar:

#### COUN 5950: 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-5	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	

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### 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 (IL School Counselor Content Exam) 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 be 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**

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### **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. Emergency Procedure Request:** In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

**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 and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’

**D. Academic Warnings:** Student progress is monitored throughout each semester, and progress indicators are posted to Moodle / CSU X-Press during the 5<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup> weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive “SP” (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.

**E.** 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.

**F. Unattended Children:** Unattended children are not allowed in the Harold Washington Hall and other campus buildings.