

SERP 694 SUPERVISED PRACTICE IN DOCTORAL COUNSELOR EDUCATION & SUPERVISION (CES)

COURSE:	SERP 694 Doctoral Practicum - 3 units
TERM:	Spring 2018
TEXT:	Clinical Practice Manual; CRCC Code of Ethics, ACA Code of Ethics
COURSE INSTRUCTOR:	Michael Hartley, Ph.D., C.R.C.

1. COURSE DESCRIPTION

Supervised practice in counseling is designed to provide students pursuing a doctoral degree in Counselor Education and Supervision (CES) the opportunity to further develop the knowledge, skills, and experiences necessary to provide effective counseling services to clients throughout the life span.

Practicum Instructors provide skills training and constructive feedback to facilitate students' personal and professional growth. In addition, instructors assist students by a) providing suggestions that facilitate client change, b) conveying standards of professional conduct, and c) requiring students to adhere to the professional standards.

Further developing knowledge of the professional codes of ethics and integrating them into counseling behavior and practice is an important component of this course. Students will learn to clearly identify and follow ethical and legal standards of professional conduct.

Supervised practice in counseling is an essential component of the doctoral degree in Counselor Education and Supervision curriculum. While taking this course, students will conduct counseling sessions with clients in community agencies under university small group and individual supervision.

2. CACREP Doctoral Standards

- B.1.a. Scholarly examination of theories relevant to counseling
- B.1.b. Integration of theories relevant to counseling
- B.1.c. Conceptualization of clients from multiple theoretical perspectives
- B.1.d. Evidence-based counseling practices
- B.1.e. Methods for evaluating counseling effectiveness
- B.1.f. Ethical and culturally relevant counseling in multiple settings

3. COURSE OBJECTIVES

Practicum students will be able to accurately and consistently demonstrate the following:

1. Listening, attending, reflecting, clarifying, and responding to non-verbal cues

2. Maintaining congruence of affect and verbalizations
3. Tolerating ambiguity in counseling sessions
4. Using silence constructively in counseling sessions
5. Assisting the client in evaluating self and making constructive use of feedback
6. Reinforcing appropriate client change behaviors and decision-making behaviors
7. Recognizing self-projection and differentiating between own need system and that of the client
8. Demonstrating self-insight and self-understanding
9. Describing and evaluating an effective assessment of suicide intent
10. Accepting and integrating feedback
11. Giving feedback to other students in a non-judgmental, non-threatening manner
12. Beginning effective client relationships and sessions
13. Developing appropriate short and long-term goals for clients and self
14. Identifying and demonstrating ethical and legal standards of professional conduct
15. Following standards of professional behavior
16. Establishing and participating effectively in interviews with potential internship sites
17. Demonstrating professional behavior throughout the course, including on time attendance for all classes, following through on all assignments, and completing all assignments on time
18. Managing all recordings, client notes, and other materials according to professionally acceptable standards
19. Demonstrating the ability to implement the roles and functions of the rehabilitation and mental health counselor.
20. Learning about specific disabilities, racial, ethnic, and other minority concerns, and cultural aspects of counseling.

4. INSTRUCTOR POLICIES

Attendance: Attendance is required. In the event of extenuating circumstances that affect attendance, students should immediately contact the instructor. Class participation is an essential part of the learning process in this course. Students with several absences may be dropped from the course or receive a non-passing grade; any questions about this should be addressed to the instructor.

Students Requiring Accommodation for Disabilities: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal disability-related accommodations are necessary, it is very important that you register with the Disability Resource Center (621-3268: drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Threatening Behavior by Students:

Threatening behavior is prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Academic Integrity: This instructor supports the Code of Academic Integrity of the University of Arizona. Plagiarism (presenting the ideas or writing of another as one’s own) or obtaining unauthorized assistance in any academic work is prohibited. Students can access the Code of Academic Integrity at <http://deanofstudents.arizona.edu/codeofacademicintegrity/>

Note that the use of the same report, paper, presentation, etc. to meet requirements in more than one course will also be considered a misrepresentation and a violation of the Code of Academic Integrity. *If, however, the student and professors agree, different aspects of the same topic may be addressed in separate classes.*

Diversity Statement: The University of Arizona is committed to fostering a learning, working, and living environment free from all forms of discrimination, including harassment. The University's Nondiscrimination and Anti-harassment Policy prohibits discrimination and harassment on the basis of race, color, national origin, sex, religion, age, disability, veteran status, sexual orientation, and gender identity. It is important that all members of our community know where to turn if they have a concern under the policy. If you ever experience or witness discrimination or harassment, you are encouraged to report this information to the appropriate University office.

If you have concerns related to discrimination or harassment about a University employee, please contact:

Office of Institutional Equity
University Services Building, #217
(520) 621-9449

<http://equity.arizona.edu/>

Director and Title IX Coordinator: Mary Beth Tucker

If you have concerns related to discrimination or harassment about another student, please contact:

Dean of Students Office
1212 E. University Blvd
(520) 621-7057

<http://deanofstudents.arizona.edu/>

Sr. Associate Dean of Students & Deputy Title IX Coordinator: Kendal Washington-White

Students can contact these offices anonymously to receive information or ask questions. Complaints should be filed promptly. For definitions of discrimination, harassment, and retaliation, please see the University's Nondiscrimination and Anti-harassment Policy at: <http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>. For information about Title IX, please visit: http://equity.arizona.edu/title_ix.

The University of Arizona is an equal opportunity, affirmative action institution. The University prohibits discrimination in its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity and is committed to maintaining an environment free from sexual harassment and retaliation

Incompletes: Incompletes are typically not granted in practicum. Students who have not completed all work for the course by the end of the term may be graded accordingly.

Review process: A Review Process involving CES faculty or other University personnel and any relevant agency personnel may be conducted when necessary to resolve questions related to student conduct or progress in meeting course standards.

5. COURSE REQUIREMENTS

As further outlined in the Clinical Practice Manual:

CES Practicum requires completion of a total of 100 hours distributed in the following manner:

60 Hours: Class, site activities such as staffing, case reviews, and progress notes

40 Hours: A minimum of 40 direct client hours must be accrued in professional counseling activities directly contributing to professional counseling skill development. To accrue the 40 direct client hours, the CES student may act as the primary facilitator or co-facilitator in group or family therapies. **Note: co-facilitation does not apply to individual (1:1) therapy.** Shadowing is a training method and cannot meet the 40-hour requirement.

Examples of direct client/student counseling activities include individual, group, family and couples counseling; and intake assessments. To ensure the development of individual and family or couples counseling and assessment skills, a maximum of 16 hours of group counseling may be applied toward the 40 direct client/student hour minimum per Practicum. The student may participate in more than 16 hours, but cannot apply more than 16 to the direct hour requirement.

Evidence-Based Practice Assignment:

Each student will document and report on the use of an evidence-based intervention with one client and present the results as a case study to the class. The evidence-based intervention must be appropriate to the specific treatment needs of the client. Each student will write an initial and a final report for this assignment (APA Style). Students will present these reports to the class. See guidelines below.

Guidelines for Initial Evidence-Based Practice Report: Due _____

Provide handouts of your Intake Summary for classmates. Do not use client names or identifiers.

- I. **Introduction of the Client and Background Information:**
 - a. Brief description of client, including age, gender, ethnicity, place of residence, educational background, employment history, financial resources, diagnoses/functional status, medication prescribed, and services received.
 - b. Family and support network: marital status, children, family of origin (background and frequency of contact), and community support.
 - c. Environment: unique resources, barriers and facilitators to success, life events, and stressors.

- II. **Presenting Problem(s):**
 - a. Brief review of the client's diagnosis and medical situation, including pertinent information about present treatments/hospitalizations/medications, etc.
 - b. An overview of the client's present status with regard to independent living issues such as housing, ADLs, community living skills and transportation.
 - c. Summary of the client's social situation, identifying significant others and their understanding of the client's condition and prognosis. Does the client view significant others as supportive of the rehabilitation efforts? What is the client's financial situation? Are there any incentives or disincentives to work or program participation?

- III. **Contact with Your Agency:**
 - a. Identify why the client was referred to your agency and what his/her treatment goals are.
 - b. Summarize the client's current treatment program.

- IV. **Focus of Your Contact with the Client: (Describe your relationship with the client so far.)**
 - a. Identify goals you have developed with the client and the desired outcomes.
 - b. Identify the evidence-based practice you are using to assist the client with achieving his/her desired outcomes.
 - i. Review and cite at least five journal articles or books that support the use of this evidence-based practice with the client
 1. Use proper APA Style for references in your paper

- ii. List any potential shortcomings of using this evidence-based practice with this particular client.
- c. Intervention plan to help achieve these goals.
 - i. Treatment interventions/strategies you intend to implement (i.e., independent variable)
 - ii. Method of measurement (assessment score, frequency, etc.)
 - 1. What are you measuring (i.e., dependent variable)?
 - a. Operationally define
 - 2. Describe the instrument you are using to measure the dependent variable(s)
 - a. Provide reliability and validity data for this instrument , if available, or
 - 3. Describe an alternative method used for measuring the dependent variable (e.g., direct observation, client self-rating, etc.)
 - a. Describe how you will obtain reliability data
 - 4. Describe how the data will be analyzed
 - iii. Provide baseline data (assessment score, frequency of occurrence, etc.)
- d. Current progress in intervention plan, and prognosis for treatment.
- e. Plan for terminating services.

In addition, discuss any issues or concerns that you are currently dealing with in your work with the client, asking for suggestions regarding counseling issues and strategies to consider in future work with the client.

***Completed and signed Informed Consent Form must be turned in on the day of your presentation.**

Guidelines for Final Evidence-Based Practice Report:

Due last day of class

The final report should include the following:

- I. Title page
- II. Abstract
- III. Introduction
 - a. Short literature review
 - b. Purpose
 - c. Hypothesis
- IV. Method
 - a. Participant
 - b. Variables
 - i. Definitions
 - ii. Reliability and validity data
 - c. Type of research design
 - d. Data collection
 - i. Baseline and intervention, or
 - ii. Pre- and post-test
- V. Results
 - a. Report on obtained data
- VI. Discussion
 - a. Analysis of the results
 - b. Relationship to similar research
 - c. Limitations
 - d. Implications and recommendations for future practice
- VII. References

6. COURSE GRADES

Students will not receive a grade for Practicum unless all paperwork has been completed and submitted to the instructor (see “End of Semester Paperwork” document posted in the “Paperwork” module in the D2L course “Content” section)

A Grade of “S”

1. Student meets all quantity requirements.
2. Student exceeds, in an exceptional, outstanding manner, the quality of requirements.

A Grade of “P”

1. Student meets all quantity requirements.
2. Student meets all quality requirements.

A Grade of “C”

1. Student does not meet all quantity requirements OR
2. Student does not meet all quality requirements.

A Grade of “F”

1. Student does not meet course requirements in a significant manner.

7. REVIEW OF REQUIRED FORMS

- A. Confidentiality:
 - Use a code rather than client names on all forms.
 - Write in the third person.
 - Keep all client records in a safe and secure place.
 - Forms must be submitted at required times.
- B. Required Documents and Forms (see the Clinical Practice Manual)
 1. Proof of student liability insurance
 2. Level-one fingerprint clearance card
 3. Site Agreement (Form A)
 4. Client Consent (Form B)
 5. Activity Log (Form C)
 6. Recording Critique (Form E)
 7. Student Evaluation of Site Supervisor & Site (Form F)
 8. Site Supervisor Evaluation of Student (Form G)
 9. University Faculty Supervisor Evaluation of Student (Form H)

8. DUE DATES:

1. _____, 2018: Initial Evidence-Based Practice Report
 - a. See guidelines on pp. 5-6
2. _____, 2018: Midterm Evaluations
 - a. Student Evaluation of Site Supervisor & Site (Form F)
 - b. Site Supervisor Evaluation of Student (Form G)
 - c. University Faculty Supervisor Evaluation of Student (Form H)
3. Last day of class: End of Semester Paperwork and Final Evidence-Based Practice Report (page 5-6)

- a. See “End of Semester Paperwork” document posted in the “Paperwork” module in the D2L course “Content” section