

3. that students are interested in acquiring additional knowledge and skill and are willing to experiment with new or different ideas and techniques.
4. that students exhibit effective interpersonal functioning and are sensitivity and responsive to issues of human diversity

Based on these assumptions I have tried to outline what I consider to be the following course objectives for this kind of course:

Course Objectives

1. For students to develop their counseling perspective(s) and techniques in service of that perspective. (The development of the ability to conceptualize, articulate, and operate out of a particular perspective is the basic objective of this first practicum)
2. For students to provide quality professional service to clients of the practicum site.
3. For students to acquire a greater sense of professional and personal self-efficacy.

I assume if the first two goals are reasonably met, the last goal will be achieved. In relation to these goals and forming a good part of the basis for evaluation, the program considers the following to be more specific objectives of the course:

1. To develop and sustain a basic helpful relationship with clients that is characterized by respect, trust, warmth, and regard for the client as a person.
2. To be able to focus and work on the central concerns of the client, hence minimizing the introduction of peripheral issues.
3. To be able to separate your concerns and agendas from those of the client.
4. To be able to conceptualize the directions and processes single counseling sessions take as well as the overall course of counseling work.
5. To be able to establish with clients appropriate, reasonable, and manageable goals.
6. To learn to locate and use appropriate resources (i.e. referral sources, test information, etc.) when necessary.
7. To learn how to use a variety of strategies in appropriate ways.[Note: to help you do this we will work within a “solution-focused” model that integrates a variety of techniques]
8. To actively participate in giving and receiving constructive comments regarding your work as well as that of other students in the course.

9. To develop a clear sense of ethical and professional conduct in your work.

The practicum represents the culmination of your program's formal instructional experience and, for most of you, the beginning of your professional career as a counselor. In this regard, your performance in this course (i.e., the competencies and attitudes you demonstrate in the course) serve as a "benchmark" for the program and for prospective employers or other graduate programs. At least as important, however, is that it should also serve as a "benchmark" to you with respect to (a) your ability to retrieve and apply the concepts, rules and clinical strategies that you have learned in your previous didactic and lab work, and (b) how much more there is to learn.

Practicum site expectations

The clinical and professional opportunities available to students on site will differ among the various sites. Since this is a counseling practicum, it is expected that the bulk of your time on-site will be spent counseling individuals--primarily in individual sessions, but it may also include counseling in groups and (for students in the school counseling program) classroom guidance activities. I also expect and hope that you will become involved in other aspects of your setting including, but not limited to: (a) attending case/staff conferences, (b) familiarizing yourself with the assessment tools and practices used in your setting, (b) involving yourself in programs the setting has in progress, (c) participating in organizational and administrative functions, (d) consulting with other personnel, and (e) familiarizing yourself with the setting's referral sources.

The actual numbers of clients you see, as well as any additional clinical/professional experiences in which you may be asked or required to participate, will be dictated by the setting. As a rule for this course, however, you are expected to be on-site the equivalent of at least one day (=8-10hrs) per week and to carry an average on-site case load of 4 clients (i.e., 4 one-hour sessions) per week. (NOTE: Within some settings, counseling sessions must, out of necessity, be more limited in length. In such settings, you should expect to hold a greater number of appointments in order to accrue the necessary client contact hours.) Given the length of the academic term, this works out to an expectation of approximately 40-45 hours of direct client contact during the semester. Anything less than this may jeopardize your timely completion of this practicum. It is important that you make this an expectation for yourself, and that you share it with your on site supervisor. If you anticipate or find yourself having difficulty meeting this expectation, please let me know--IMMEDIATELY. Students are required to keep an ongoing log of all of their practicum activities. Copies of the program's practicum documentation forms are provided along with this course syllabus but also may be found in your student handbook.

The expectations we have for school counseling students at practicum sites is different. Since school counselors generally spend less time in individual counseling the practicum expectation is to work with a minimum of 2 individual clients per week. More time will be spent on classroom guidance activities, teacher and parent consulting, career services, guidance planning activities, assessment activities, and other services that counselors perform within schools.

Practicum activities are to be recorded on the appropriate Practicum Summary Sheet and signed by you. Please make a copy of these sheets for your records, as the original will be put in your departmental file.

Course Requirements

1. As indicated above you are expected to work with 2-5 clients per week. You will be expected to keep records on the following forms: practicum log practicum summary sheet, case note forms.
2. For students in the CPSY track most of your work will be with individual clients, I expect you to become involved in other functions of the practicum site such as: (a) any case/staff training conferences, (b) group counseling/guidance programs, (c) assessment programs or functions, (d) consultation activities, (e) organizational and administrative functions.
3. Individual supervision will consist of approximately one hour each week which will be comprised of reviewing the progress on your cases and of audio or video taped sessions. Additional supervision time can be scheduled when necessary.
4. Two class presentations of a complete case or report on some guidance activity with a written summary provided to class members. Taped excerpts demonstrating/documenting your points or conclusions should be made. We will expect these presentations to occur later in the semester after you have had the opportunity to complete and review the case. Guidelines for preparing these summaries will be discussed in class.

Supervision and Consultation: General guidelines

It is an expectation of this department that your practicum site will provide you with an on-site supervisor who will orient you to the setting, the clientele, the procedures and expectations for professionals operating in that setting, and who will be available to you on-site to assist you in handling immediate clinical concerns or problems with your clients. This person is your formal clinical supervisor—having direct legal and professional responsibility for your work with clients. If anything that is suggested in class or in our consultations should ever conflict with anything your site supervisor is telling you, it is YOUR responsibility to let me know that at once. None of us can afford for you to be receiving mixed signals about how you are to be handling your cases. The focus in our sessions is on generic skill development, though we are using your cases as a starting point for which skills to work on.

Additionally, it is an expectation that you will be (a) provided with suitable counseling space (e.g., a private room) and (b) permitted to record (audio and/or video) your sessions with your clients, and that these tapes will be available for review on campus as a part of your practicum. (It is not an expectation that the site provide you with recording equipment, however.) If any of these expectations cannot be met on-site, please let me know IMMEDIATELY.

Your on-site supervisor and I have very clear dual obligations:

1. We have the obligation to you to provide you (within the constraints of time and resources) with the assistance you need to prepare for you to develop into a competent counselor. Neither of us will expect you to become a “seasoned clinician” by the end of practicum; but each of us will expect you to be inquisitive and open, willing to take reasonable risks, gaining in skill, and developing a sense of professional competence. You, in turn, may expect us to provide you with assistance in developing your professional competencies and identity.
2. We also have an obligation to the clients who come to you for assistance--to assure to the best of our ability that the services that you render are appropriate and helpful. Although we are concerned about your development as a counselor, we must also be intensely concerned about the effects you have on your clients.

It is important for you to keep both of these obligations in mind as you receive supervisory feedback.

Practicum Seminar

The practicum seminar (our class session) will included (a) a discussion of practicum/counseling issues, the readings for the class, any assignments, and (b) individual case presentations, and group case consultation. With regard to the case presentations, the following guidelines are offered:

1. We generally will use a rotation systems for in-class presentations; however, you should feel free to present any cases with your are experiencing difficulties or concern, even if it is not your week to present.
2. Please come prepared to review your current cases with the class each week. This means that you will be able to summarize your cases to date, provide your conceptualization of each case, discuss the rationale for the work you are doing with each client, and request the necessary feedback and assistance that will enable you to continue productive work with these clients.
3. Regarding your presentation of tapes, please review each session prior to class and cue the tape you will be presenting to a particular portion of that session that represents the sample of your work you wish the class to attend to. Although it may be tempting to use tape presentations to showcase your best work, it will be more beneficial to your learning and development as a counselor if you these opportunities to preset areas, issues or interactions on which you believe you need work or assistance. As a beginning practicum student you are not expected to be an expert, so realize that it is OK and even expected that you will make mistakes. It is from these mistakes that your greatest learning opportunities will come. But you must be willing to take the risk to acknowledge and present your short-comings in class to request assistance for true growth to occur.

4. When your classmates are making case presentations, you are expected to act as consultants to them. This means that you will listen attentively and offer honest, constructive feedback regarding their work.

Individual Supervision and Case Consultation

In addition to on-site service and supervision commitments and class (practicum seminar) expectations, it is a requirement that you schedule and receive a minimum of one hour weekly of individual consultation with the course instructor or an advanced graduate student in Counseling Psychology. Students assigned to a graduate student supervisor also will meet periodically with the course instructor.

On-site supervisors should provide you with regular (e.g., weekly) individual supervision. If additional on-site supervision is available to you, take it. Clinical supervision is always a premium professional learning opportunity.

Evaluation

Grading for the course is **S-F**. In certain exceptional circumstances, a grade of **I** (incomplete) may be assigned.

Evaluation is also based on student's performance and contributions to various in-class activities. These activities include: (a) scheduled presentations of case to the class, (b) in-class involvement and constructive participation regarding other student's cases and presentations, and (c) being prepared during individual supervisory sessions

The previously noted course objectives provide the framework for evaluative judgments concerning students' clinical performance in the course. Clearly, judgments concerning performance relative to these objectives involve an element of subjective/clinical judgment on the part of supervisors—this is inherent in any clinical course. In order to try to control for possible “misperceptions” by the instructor or the student, early and ongoing evaluation is important; and I will do my best to provide you with this.

Although it is my intent to be supportive and encouraging, evaluative feedback may not always be “positive.” That is, some of the feedback that you receive will require (or at least encourage) you to accommodate and change. Although I am confident that much of what you will be doing will be clinically “correct,” my expectation is that you will “develop” through your experiences in this course--not that you will stay the same.

In the end, the largest part of one's final evaluation will reflect where you are in your development as a counselor/psychologist by considering the course objectives in two ways:

1. How much and what kinds of progress has the student made?
2. Where is the student at the end of the course?

In addition, however, you are expected to:

1. attend each class session--coming prepared to discuss readings, cases, etc.
2. carry an average client load of 4 clients/wk (40-45 client contact hrs. for the semester)
3. tape record each session with every client (unless permission to do otherwise is given)
4. attend all supervision sessions with your supervisor
5. keep a log of all practicum related activities
6. provide constructive feedback to peers, receive feedback from peers and supervisors non-defensively
7. act professionally, and adhere to the practice and ethical standards of the profession (APA; AACD) at all times
8. complete all course assignments as assigned

There is no “final examination” for this class. However I request an individual meeting with each student at the conclusion of class sometime during the final week of classes (Dec. 10-14). This will be a final “feedback” session.

Extensions of Practicum

Occasionally, a student wishes to continue seeing clients on-site during the interim between semesters. If the site is supportive of this and will continue to provide a minimum of one hour of weekly supervision, fine. You need to know, however, that I will not be available to continue meeting with you regarding your clients once classes end. Also, if you wish to continue, you should arrange with me to take an “incomplete” for the course until the start of the next semester. If a grade is submitted and you continue to see clients, technically you are doing so without being enrolled, and your liability insurance is may be no longer in effect void” during that period. If you will continue see clients into the subsequent semester, you are required to be enrolled in a field experience with one of the CPSY faculty during that semester, and the same on-site supervision arrangement is required.

You should understand that continuing on at a practicum site is matter that requires (a) the commitment of the site, (b) the commitment of a CPSY faculty member (as consultant), and (c) the prior approval of the practicum placement coordinator. The program’s primary commitment is to students needing practicum placements for their degree program, and practicum placements go first to students who need but have not yet completed practicum. Do not arrange to continue on at a site without first contacting the program’s practicum coordinator to be sure placement slots at the site are not needed for students still needing to complete their practicum experience.

Schedule of class sessions:

The book I have assigned for the class (Interviewing for solutions), although obviously organized around “solution-focused therapy,” is an excellent “how-to-book” of basics regarding the business and process of “helping” in general. Please keep up with any assigned readings (and you are encouraged to read ahead). I believe you will find it to be a very helpful—even if you already have experience doing some counseling. I will have occasional handouts to give you in class...things that I hope you will find helpful in your work with clients.

The following is a tentative schedule of topics and readings for the semester. The pacing of the topics and readings may vary somewhat from this schedule during the course of the semester, but the schedule should be "in the ball park."

<u>Date</u>	<u>Topic/Reading(s)</u>
Aug. 22	Getting organized for practicum
Aug. 29	Solution-focused counseling: Basics and getting started Reading: D&B (chapters. 1-4) Assignment:
Sept. 5	Solution-focused counseling: Basics and getting started (cont.) Reading: D&B (chapters. 1-4)
Sept.12	Establishing goals Reading: D&B (chapt. 5)
Sept. 19	Building on client strengths and successes Reading: D&B (chapt. 6)
Sept. 26	Giving feedback to your client Reading: D&B (chapt. 7)
Oct. 3	Monitoring client progress Reading: D&B (chapt. 8)
Oct. 10	Special topics: Reading: D&B (chapt. 9)
Oct. 17	Fall recess (no class)
Oct. 24	Special topics: Reading (D&B (chapt. 10)
Oct. 31	Special topics: Reading: D&B (chapt. 12
Nov. 7	To be determined
Nov. 14	To be determined
Nov. 21	Thanksgiving (no class)
Nov. 28	To be determined

Dec. 5 To be determined

Dec. 12 Wind-up session

**University of Kansas
Department of Psychology and Research in Education
Counseling Psychology Program
Lawrence, Kansas 66045**

Practicum Taping Consent Form

I, _____, give _____
(Client or Client's Parent or Guardian) (Counselor)

a student in the Counseling Psychology program at the University of Kansas, permission to audio/video tape our counseling sessions. The contents of the tapes may be reviewed with a practicum supervisor, counseling faculty, and supervision group. Furthermore, I understand that my name shall not be used and that the materials are considered confidential within the limits specified below.

I understand that my counselor is a graduate student in counseling psychology, is not yet licensed or registered, and is under the supervision of a qualified supervisor.

_____ (Client signature)	_____ (Counselor signature)
_____ (Signature of parent or guardian if client is a minor)	_____ (Date)*

Confidentiality Limits

Clients have the right to confidentiality. Information shared in counseling will remain within the professional setting. There are, however, legal exceptions to this right. Information must be divulged:

- (a) when ordered by the court, and
- (b) when the counselor and his/her supervisor determine that an individual may present a threat to self or others

Additionally, Kansas law requires the report of any known or suspected instance of child abuse or neglect.

It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

* NOTE: Unless rescinded by the client, this authorization to record counseling interviews remains valid for one year from this date.

Please complete the following and return to the instructor as soon as possible (but no later than the next class session):

Name _____

Phone _____ Email _____

Practice site

Name of site _____

Address _____

Supervisor _____

Title: _____

Phone _____

Days/Hours on site _____

Please provide a list of all available times for individual supervision. Within reason, I will try to accommodate to those times; but you too must be flexible and accommodating in your schedule.

This practicum requires that you receive weekly individual on-site supervision and at least bi-weekly on-campus consultation in addition to your participation in the practicum seminar/class. If your schedule does not permit the time for full participation in practicum this semester, you should arrange to take practicum at some later date.

*Individual on-campus consultation may be provided by an advanced doctoral student in counseling psychology.

Assignment:

Due next class session. Please type (limit 4 pgs). These will be shared in class.

- A. Being as specific as you can, describe your personal philosophy/beliefs about "healthy" human functioning. That is, what to YOU constitutes good "mental health?" [This is not a question about your own "theory of personality." Rather it is a question about your values and beliefs about psychological health.]
- B. Describe your approach to counseling--i.e., what sort of counselor are you (or what kind of counselor do you want to be)? If you indicate that you are (or want to be) a "behavioral counselor," explain what that means for your work with clients. Likewise, if you describe yourself as a "client centered counselor" or a "cognitive (or cognitive behavioral) counselor," explain what that means as regards your work with clients. [This is not a question about your own "theory of counseling." Rather it is a question about what you do or intended to as you counsel clients.]
- C. How does your approach to counseling relate to your views about "good mental health?" That is, how do you see what you do as counselor (above B) facilitating a client's healthy functioning (above A).
- D. How will you evaluate your own counseling? That is, how will you know whether or not you are being helpful or hurtful to your clients? Be as specific as you can—what will you look for? what will you measure? what will constitute "evidence" that you are making a difference (be it for better or worse).