- CLES 860 CMHC Counseling Practicum
- Semester, Year
- Instructor
- Office Location
- Telephone
- Email
- Office Hours
- Classroom Days/Times
- **Prerequisites:** CESP 824 & CESP 803, counseling major or department consent

Course Description

CESP 856. Counseling Practicum (3). Supervised counseling experience. A minimum of 100 hours of professional counseling service that includes a minimum and the set of the service contact exp(e)-0.Jerp(e)-0.JeCESP

months, CESP 803 and departmental consent.

Definition of a Credit Hour

Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignme of cnmBHdsn

relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options

Measurable Student Learning Outcomes:

All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals. Guiding principles associated with major topics being addressed in this course are indicated in the table below:

Learning Outcomes	Related Assessment	Guiding Principles Unit Conceptual Framework (PR, HDD, CTA,	Accreditation Standards
Theories and models of counseling	Practicum evaluation Case study Class/Supervisio n sessions	Ť, ĆKS, Ć) HDD, CTA	KDSE 4, NASP IV, Element 4.2 CACREP 2.F.5.a.
	Graded recordings attendance		
Demonstrate the ability to understanding of human development theory by using appropriate counseling skills.	Case study Class/Supervisio n sessions Graded recordings attendance	CKS, HDD	KSDE 3 NASP IV, Element 4.1 CACREP 2.F.5.h.
Selecting, administering and interpreting assessment tools in individual, group and organizational evaluation.	Class/Supervisio n sessions attendance	PR, CTA, T	NASP IV, Element 4.2 CACREP 2.F.7.e. 2.F.5.i.
Demonstrate skills in individual and group counseling, and the appropriate use of technology	Class/Supervisio n sessions Graded recordings attendance	PR, CKS, HDD, T	KDSE 4 NASP IV, Element 4.2 CACREP 2.F.5.f.,g. 2.F.6.c.

Demonstrates understanding of how current issues affect clients.	Case study Class/Supervisio n sessions attendance	CTA, HDD	KSDE 9
Comprehends strategies to promote client understanding of a wide variety of community- based resources.	Class/Supervisio n sessions	CTA, HDD	CACREP 2.F.5.k.
Demonstrates understanding of social and cultural diversity across developmental stages can identify appropriate counseling practices.	Class/Supervisio n sessions Graded recorded sessions attendance	HDD, CTA	KSDE 8 CACREP 2.F.2.b., c. 2.F.5.d.
Demonstrates ethical behavior in the professional setting.	Practicum evaluation Class/supervisio n sessions attendance	PR,CTA	KSDE 1 CACREP 2.F.5.d.
Understands the role of counseling supervision in the counseling profession	Class/Supervisio n sessions Graded recorded sessions attendance	HDD, CTA	KSDE 8 CACREP 2.F.1.m.
Applies knowledge of self-care strategies	Class/Supervisio n sessions Graded recorded sessions	PR	CACREP 2.F.1.I.

Unit Conceptual Framework Professionalism and reflection on the vocation (PR)

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Technology integration (T)

Other Readings

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Note, other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.) If this is a 500-700 level course, you may need to specify different points/percentages for undergraduate and graduate students.

GRADIW/TT1 1 Tf-0.004 Tc 0.0043rentrto undetandTw 0.6 (0)-0.6 ()-804 Tc 0.223B.22

5. **Record Keeping:** Maintain accurate and complete case notes on all clients and a weekly log of activities for review by your course instructor and field supervisor.

Logs: Logs are to be kept each week and available for review by your course instructor and include time spent in various activities. You should keep a copy of your log for your records.

Case Notes: You are expected to keep case notes on all clients. These notes should be given to your instructor each week via Blackboard dropbox. You should keep copies for your records.

6. All assignments are to be handed in on the due date. Assignments up to one

Information on program Transition Point requirements can be found in the Counseling program handbook. Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary to secure licensure recommendation or graduation even though general GPA requirements may be met.

Students in the Counseling program failing to achieve an acceptable performance on a required assessment will be provided with a limit of 2 remediation opportunity/opportunities.

Class Policies:

- 1. Students are expected to attend and participate in **every** class and individual supervision session unless there is a valid emergency reason. Supervision sessions will need to be made up and this will be at the instructor's convenience. Promptness is expected, as is staying for the entire class or session. Inform the instructor about legitimate reasons for missing class. Individual supervision sessions will be rescheduled at the instructor's convenience.
- 2. Participating in group activities such as group supervision involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside of class, discuss only your own reactions or experience, and in no event discuss client information or personal information shared by your peers.
- 3. This is an ethical issue and will be treated as such!

Privacy and Confidentiality:

• Students must have available for the instructor

Important Academic Dates

In semester, year classes begin on day, date and end on day date. The last date to drop a class and receive a W (withdraw) instead of F (failed) is date. There are no classes for the Holiday, date, and no classes for Semester Break, dates, 2018. The final exam period is dates.

About this Syllabus

UNIVERSITY POLICIES

This syllabus is not a contract. The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Inclusive Excellence

Wichita State University is committed to achieving "Inclusive Excellence" and

located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at <u>Shocker Alert</u> <u>Signup</u>.

Title IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: <u>Title IX information</u>

Student Advocate

The Student Advocate is available to serve students, faculty, and staff in an accessible and confidential manner. The Student Advocate's office is located in the Student Government Association suite, RSC 219, and can be contacted by phone at (316) 978-3026 or by email at student.advocate@wichita.edu. For more information, visit Link to Student Advocate Information

Concealed Carry Policy

The Kansas Legislature has legalized concealed carry on public university campuses. Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier. Gun owners must familiarize themselves with WSU's Concealed Carry Policy at <u>WSU conceled carry policy linkweapons policy documents</u> and the Kansas Board of Regent's policy at <u>Kansas Board of Regents Weapons</u> <u>Policy Link</u>. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Additional Concealed Carry Language for lab courses or other courses where student belongings are unattended and out of immediate control

Under the Concealed Carry Policy, a backpack or other bag used to carry a handgun must be within the immediate control of the individual. This course requires students to leave belongings such as backpacks or other bags out of

Week 7	Midterm Site Supervisor Evaluation Due Intake interviews, MSE, biopsychosocial history, mental health history, assessment and treatment planning. 5.C.3.a.	Site Supervisor Evaluation Due, day, date time. Individual/Triadic and group supervision as scheduled
Week 8	Individual midterm evaluation and feedback sessions scheduled with instructor Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 9 Week 10	Individual midterm evaluation and feedback sessions scheduled with instructor The Impact of current issues on clients. KSDE 8 Community Resources CACREP 2.F.5.K. Skills in Individual and Group	Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled

	Accessing available community	Group in-class
	resources	supervision
	CACREP 2.F.5.k.	Individual/Triadic
		supervision as scheduled
Week 14	Case Study Due	Case Study Due to
	Final Recording Due - graded	Instructor, day, date, time
		Reading: as assigned on
		BB
		Group in-class
		supervision
		Individual/Triadic
		supervision as scheduled
Week 15		Case Study
		Presentations
		Reading: as assigned on
		BB
		Group in-class
		supervision
		Individual/Triadic
		supervision as scheduled
Week 16	Final site supervisor evaluation due by class time! Individual final	
	uue by class lille: muiviuudi illidi	

Practicum Student Self-Evaluation of Sessions

You are expected to evaluate your performance for each tape you present to the group or in individual supervision. The evaluation focuses on your ability to form a therapeutic alliance with your client. Be ready to answer the following questions for each tape you present.

- 1. How did you prepare for the session?
- 2. How do you feel about the session and how it went overall?
- 3. What did you learn about yourself in this session?
- 4. How you did during the session with:
 - a. Effective and appropriate use of eye contact, minimal encouragers, and attentive body language.
 - b. Vocal style
 - c. Appropriate use of questions
 - d. Appropriate and strategic use of silence
 - e. Restatement/Paraphrase
 - f. Being "present" with the client
 - g. Appropriate and collaborative goal setting
 - h. Appropriate use of immediacy
 - i. Awareness/attention to meaning
- 5. How will you make use of the feedback you received in group/individual supervision

Biopsychosocial Treatment 5.C.1.o Plan and Recommendations	5.C.1.c.	measurable longgoand short-termtergoals and shortardterm objectivesanto the identifiedtheproblems.proIncludesintinterventionsusethat are relevanttoto the short termobjective	goals and short term objectives are measurable and relevant to the identified problems. Most interventions used are relevant to the short term	to the short term	Long term goals and short term objectives are not measurable and/or relevant Tw 0 -1.163 T obj770 -1ti.7 (t)6.185.6 i.7 (t)6		
		to the identified problems. Includes interventions that are relevant	the identified problems. Most interventions used are relevant to the short term	client's problems. Some interventions used are relevant			
		continuum of care appropriate to the client's presenting problem	care are mostly appropriate to the severity of the client's symptoms.	care appropriate to the severity of the client's symptoms.			

(Lambie, Mullen, Swank, & Blount, 2015)

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The Counselor Competencies Scale—Revised (CCS-

CACREP (2016) Standards relating to the Counselor Competencies Scale—Revised (CCS-R)

CACREP (2016) Common Core Standards:

Strategies for personal and professional self-evaluation and implications for practice (Section II, Standard .k.).

Self-care strategies appropriate to the counselor role (Section II, Standard .l.).

Multicultural counseling competencies (Section II, Standard.c.).

A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, Standar&h.).

Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, Standards.d.).

Counselor characteristics and behaviors that influence the counseling processes (Section II, Standad 5.f.).

Essential interviewing, counseling, and case conceptualization skills (Section II, Standards.g.).

Developmentally relevant counseling treatment or intervention plans (Section II, Standard5.h.).

Processes for aiding students in developing a personal model of counseling (Section II, Standards.n.).

The counselor education program faculty has a systematic process in place for the use of individual student

Η.

Comments:

Interactions with Clients	
a. Appears comfortable interacting with clients	1 2 3 4 NA
b. Initiates interactions with clients	1 2 3 4 NA
c. Communicates effectively with clients	1 2 3 4 NA
d. Builds rapport and respect with clients	1 2 3 4 NA
e. Is sensitive and responsive to client 's needs	1 2 3 4 NA
f. Is sensitive to issues of multicultural counseling	1 2 3 4 NA
g. Is sensitive to issues of diversity including but not limited to race/ethnic group, age,	
gender, spirituality, physical challenges, SES	1 2 3 4 NA
h. Conducts appropriate assessments (i.e. intakes, mental status evals,	
biopsychosocial history, mental health history, psychological assessment)	1 2 3 4 NA
i. Utilized advocacy effectively	1 2 3 4 NA
j. Appears comfortable interacting with clients	1 2 3 4 NA
k. Became familiar with technological resources	1 2 3 4 NA
1. Uses techniques and interactions with clients for prevention and	
treatment based on client need	1234 NA
Comments:	

Interactions with Coworkers

appropriately.

Comments:

Overall what would you identify as this student 's strengths?

What would you identify as areas in which the student can improve?

Would you recommend this student for employment or continued graduate study?

Supervisor 's signature: Student 's signature: Date: Date: $1\ 2\ 3\ 4\ 5$

Counselor Competencies Scale Revised

(Lambie, Mullen, Swank, & Blount, 2015)

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Essential interviewing, counseling, and case conceptualization skills (Section II, Standards.g.).

Developmentally relevant counseling treatment or intervention plans (Section II, Standards.h.).

Processes for aiding students in developing a personal model of counseling (Section II, Standards.n.).

The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (Section 4, StandardH.).

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the

supervision must be provided

Questions

Sc ore	Primary Counselin g Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies

#

clients to establish

Т

collaborative & appropriate therapeutic goals with clients (85%).

appropriate therapeutic goals with client (majority of counseling sessions; 70%).

collaborative,

& appropriate therapeutic goals with clients.



B	Behavior	professional manner towards	advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	respectfulness and thoughtfulness, & appropriate within all professional interactions.	inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.

	Course Policies	counseling site and			instructor.
		course policies &			
Ţ	,	procedures 1	'		0

#	Sc	Primary	Specific Counseling	Exceeds	
	ore	Counseling	Disposition &	Expectations /	
		Dispositions	Behavior	Demonstrates	
		&	Descriptors	Competen11 Tw 9724 TETp.08 555.84 116384 116384 11 484.68 Tm()TETEMC BT/P &MCID 63 BDC 0.01	1 Tc
		Behavior			
		S			

		& self-control (i.e.,			
		impulse control) in			
		relationships with clients			
2. H	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling	Demonstrates consistent and		
	,	competencies			

2. K	Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others	Demonstrates a poor ability to be genuine & accepting of self &
						(incongruent).	others, such as being
							disingenuous.

out of a possible 55 points

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed: