

**EDCP 619B: Practicum in Counseling
Counseling, Higher Education, and Special Education
Student Affairs Concentration
FALL 2015**

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Thursdays, 1:00 pm to 3:00 pm
3 Credit Course

BACKGROUND

The Master's level practicum is designed to enable students in the student affairs concentration to establish basic professional counseling competencies. This practicum class follows the didactic practicum experience in the counseling sequence. While most in this practicum are not seeking careers in the counseling field, this applied course was created with two goals in mind. Firstly, to provide a basic understanding of the mental health, personal, educational, social, cultural, and career issues that many students present during their academic tenure at the University. Secondly, to provide the requisite skills for student affairs professionals to identify critical issues that students face, identify students in distress, and to respond empathically and effectively to their concerns.

This course is developmental in nature, and is designed to assist the student in developing competency and skill development in the role of the beginning counselor. The overall focus is on developing basic helping skills, enhancing self-understanding and confidence, as well as integrating and applying counseling techniques and theory.

PRACTICUM LEARNING OUTCOMES: The student enrolled in this course will accomplish the following:

- Develop and sustain a counseling relationship that is characterized by respect, trust, empathy, warmth, and high regard for the client.
- Develop basic counseling skills and techniques.
- Identify presenting concerns and establish appropriate goals for counseling.
- Demonstrate the difference between a client's cognitive and affective experiences.
- Develop an awareness of personal issues and how to differentiate the client's needs from the counselor's needs.
- Understand the importance of the various facets of multiculturalism in the counseling relationship.
- Abide by legal standards and ethical principles that guide counseling practice.
- Give and receive constructive comments in the practicum class.

- Facilitate appropriate termination of the counseling relationship.

TRAINING SITE

The University Counseling Center, as the primary mental health agency for the campus, provides a full array of services to undergraduate and graduate students. The Counseling Center is comprised of the Counseling Service, Learning Assistance Service, Disability Support Service, Research Unit and the Testing Office. The Counseling Service is the largest of these divisions and houses the counseling training programs. The Counseling Service division provides the following: individual, couples and group psychotherapy/counseling; career counseling, crisis intervention, diagnostic intakes, emergency walk-in services, consultation and outreach, and psychological and career assessment. Individual counseling is short-term and generally up to 8 sessions, although there is some flexibility. Group counseling is unlimited.

COUNSELING CENTER SPECIFICS

Contact Information

Students are expected to provide the Counseling Center receptionist, **Ms. Margie Gibbs**, with their telephone numbers, email addresses, home addresses and class schedules to facilitate communication. If any information changes over the course of the semester, please remember to update this information. Additionally, students should check the practicum mailbox each day after a client has been requested or assigned to receive notification of client assignments and messages from clients.

Audio Recordings and Progress Notes

All clients assigned to you must complete the *Consent to Audio/Video Recording Form*. You must review this form with the client before you begin recording the session. Assure the client that the session is for the purposes of **your** supervision and will be destroyed once reviewed by the supervisor.

Students are expected to have in their possession an audio recorder. Recorders are not available in the practicum office. Students are expected to listen to recordings of each client prior to their supervision session. Written comments are noted at points in the sessions where upon reflection, questions arise about process, content, interventions, or other issues. In effect, students begin to develop self-reflective skills as they critically listen to their recorded sessions.

Instructions for Recording: Prior to recording a counseling session, the counselor should:

1. Identify him or herself
2. State the client's first name (or initials)
3. State the date and the session number
4. Ensure that the recording is **audible** so the supervisor can hear and provide feedback of the session. **TRAINEES MUST TEST THE RECORDER BEFORE THE SESSION BEGINS.**

Some recorders may need an external microphone to achieve an adequate sound level.

Confidential Counseling Information

All information related to the counseling relationship is **strictly confidential**. This standard of care is mandated by law in the State of Maryland. Therefore, the trainee must safeguard all information pertaining to the client, this includes written and electronic notes and verbal communication. This confidentiality agreement is mandated for a lifetime.

Clinical Case Notes

Clinical case notes on each client should be recorded immediately following the session and no later than 24 hours after the client contact, and should include all pertinent information and impressions. Your electronic signature must be included on each process note and signed off by your supervisor. Handwritten notes must be recorded in ink and scanned into the electronic record.

Case notes are recorded electronically through the Point and Click system. Practicum students will receive training on how to use Point and Click. This is a closed system, so you are expected to enter your notes through computer terminals that are available in the practicum office. Your supervisor and practicum instructor have access to your notes via this system. Audio recordings of client sessions are confidential and recordings or flash-drives are made available to supervisors by placing this information in a sealed envelope marked confidential. This information is placed behind the supervisors name in the file drawer at the front desk. ***Recordings of counseling sessions and client case material are never to be placed in the supervisor's mailbox or taken to practicum rooms. Under no circumstances should recordings of client sessions or client information of any kind leave the Counseling Center.***

Practicum trainees must listen to counseling sessions in the Counseling Center Practicum Office or other designated secure spaces. Practicum files located at the Front Desk are put under lock and key after 8:50 p.m. Monday through Thursday and 4:20 p.m. on Fridays. The file is unlocked at 8:30 a.m. Monday through Friday for counseling work. Information must be returned to the file by 8:50 p.m., Monday-Thursday, and by 4:20 on Fridays. In the event that the front desk is closed, there is a drop box available to place confidential information. Under no circumstances should confidential information be taken out of the building.

Social Media and Answering Machines

Practicum students who use social media, such as Facebook and Instagram, should be aware of how their personal information might be perceived by clients, parents, colleagues, supervisors, faculty, potential employers, etc. As such, practicum students might consider making adjustments to any information that may be deemed inappropriate for a professional counselor providing counseling services at the Counseling Center. Protecting your professional image is important in your role as a counselor and in other professional capacities. In order to ensure that your personal information is protected, take the necessary steps to configure your settings to a private status. In addition, please note, under no circumstances should clients be a part of your social network. These guidelines can be applied to your answering machine as well.

Attire

The Counseling Center does not have a formal dress code or policy, however, staff are mindful of the clothing selected to wear to work. Simply, the attire is business casual and relaxed. As a representative of the Counseling Center, it is expected that you dress in ways that are appropriate for a professional counselor who is providing counseling services. Your attire sends an immediate message to those who are seeking services, in either a favorable or unfavorable direction. Appropriate dress includes: slacks, blouses, nice jeans, shirts, golf/polo shirts, skirts, and dresses. Please avoid wearing low cut blouses/dresses, very short dresses/skirts, t-shirts, and shorts. While low-cut blouses, short skirts and dresses are fashionable, they may be distracting to clients and others.

Counseling Center Coordinator of Practicum Training

The Coordinator of Practicum Training at the Counseling Center has a number of responsibilities, which include: (a) orienting practica classes; (b) arranging intake observations; (c) maintaining communication with practica faculty and supervisors; (d) working with the Training Director to arrange special supervision of trainees by Interns; and (e) ensuring appropriate termination and evaluation procedures by practica students at the end of each semester.

Supervision

All practicum students will be assigned a clinical supervisor.

The supervisor's role is to:

- (1) support and guide the student's skill development as a counselor;
- (2) monitor client functioning and welfare;
- (3) demonstrate sensitivity, awareness, and openness to addressing cultural/racial issues and/dynamics;
- (4) evaluate and provide feedback;
- (5) ensure that the student is meeting the ethical and legal guidelines of the profession; and;
- (6) enhance the student's overall growth and development throughout the counseling process.

The role of the practicum student is to:

- (1) commit to one hour of supervision per week;
- (2) attend all scheduled supervision meetings;
- (3) prepare to discuss client cases, successes, challenges, and/or concerns;
- (4) demonstrate sensitivity, awareness, and openness to addressing cultural/racial issues and/dynamics in the provision of counseling and supervision;
- (5) follow the supervisor's suggestions;
- (6) provide audible recordings of all client sessions;
- (7) accept and process feedback;
- (8) keep accurate and up-to-date records;
- (9) seek consultation when you need clarification on an issue; or when there is any indication of danger to self or others; and
- (10) understand that perfection is not an expectation.

Practicum students must meet with their supervisor for 1 hour per week. Even if there are client cancellations or no show appointments, the supervision appointment remains unchanged. In the case of illness or an emergency, practicum students should contact the front desk receptionist and their supervisor to let him/her know that they will be unable to keep their client or supervision appointment. Practicum students are expected to contact their clients if there is a need to cancel and/or reschedule an appointment. It is also the responsibility of the practicum student to reschedule appointments with the supervisor if the session is missed for some reason. The Center receptionist will not contact your client.

Referrals/External Inquiries for Client Information

At times, clients completing short-term counseling at the Center require referrals to off-campus therapists for on-going counseling work. All referrals initiated by practicum students must involve the instructor for the course and/or supervisor. They will have a better sense of referrals in the community and how to match the needs of the client with an appropriate referral. From time to time, outside individuals (parents, faculty, staff, or potential employers) request counseling information on clients seen at the Center. ***Again, no information on clients is released from the Center by practicum students.*** Should requests for client information be made of practicum students by outside individuals and/or clients themselves (such as letters of recommendation) the practicum student's response is guided and determined by the supervisor

or instructor of record for the class. If the process or recommendation of the instructor is unclear, then consultation with the Assistant Director of the Counseling Service or the Center Director is appropriate.

FORMAT OF CLASS

The class is approximately two hours each week; the third hour is reserved for supervision. The class consists of three parts: (a) issues related to the provision of counseling and discussion of counseling sessions; (b) discussion of the topics listed on the schedule; and (c) discussion of questions and concerns about assigned cases and counseling sessions. As much as possible seminar topics are linked to actual client dynamics reflected in cases assigned to students. Seminars represent a shared learning experience, and students' constructive critique of each other is encouraged.

TIME COMMITMENT

- 2 hours of class
- 2 hours of client sessions (Client sessions are 50 minutes in duration, plus 10 minutes for clinical notes)
- 2 hours of review of session recordings/ and case notes
- 1 hour of clinical supervision

TRAINING REQUIREMENTS

- Work with an average of two (2) individual cases per week @ 50 minutes.
- End counseling sessions 10 minutes before the hour to maintain healthy boundaries and to free the space for other trainees who may need to use the room.
- Record every session with every client.
- Record case notes in Point and Click within 24 hours of the counseling session.
- Maintain a weekly journal of personal reflections, reactions and questions related to client work and the counseling process. These journals are often helpful in facilitating class discussion and content for supervision sessions.
- Attend weekly supervision meetings.
- Prepare to discuss client cases at weekly class meetings.
- Complete assignments as indicated in this class syllabus.

CLASS ASSIGNMENTS

1. Counseling Journal

Each student maintains a weekly journal of personal reactions and questions related to client work and the counseling process. Journals (although not typically evaluated by instructors) play a role in both the mid-semester and final feedback/evaluation sessions. Please avoid recording client names and clinical content in your journal.

2. Prepare a transcript of counseling session 3 or 4

Prepare a transcript of 20 minutes of a counseling session with your client. Following the transcript, provide a brief self-assessment of the session, with particular emphasis on the skills/techniques used (reflection statements, self-disclosure, probe, interpretation, open question for thoughts etc.) as well as overall impressions (what you did well and what you could have done better).

Exploration Stage: reinstatement, open question for thoughts, open question for feelings, reflection of feelings, self-disclosure;

Insight Stage: challenge, open question for insight, probe, interpretation, disclosure of insight, immediacy

Action Stage: open questions for action, giving information, process advisement, direct guidance, disclosure of strategies

Example:

Transcript Statements

CSLR	So, how have things been for you this week?
CT:	Well, Tom and I broke up this past weekend.
CSLR	How are you feeling?
CT	I am not sure how I'm feeling, one minute I feel very sad, the next minute I feel relieved that I do not have to take his abuse anymore.
CSLR	So, you are experiencing a mix of feelings, sometimes sad and other times relieved
CT	Yes, it's so confusing. Since the break-up, he's sent about 100 text messages and he's called me, but I haven't responded. I just need some space.
CSLR	Even though the two of you have broken up, he continues to send text messages and call you constantly. This must be confusing and overwhelming.

3. Class Presentation

This assignment is focused on clinical issues common among college students. It specifically involves a presentation that you will deliver in class on a topic of interest to you. The topic should be reviewed with the instructor in advance. Potential topics include: eating disorders, obsessive-compulsive disorder, substance abuse, personality disorders (borderline, narcissistic, dependent, etc), grief and loss, bi-polar disorder, post-traumatic stress disorder, schizophrenia, ACOAs, suicidal clients, cutting/self- mutilation, body dysmorphic disorder, sexual assault, relationship violence, etc.

One week in advance of the presentation, the presenter is expected to assign an article or other reading material focused on the topic for the class to review. The article should provide a basic understanding of the topic and serve as a stimulus for class discussion. Presentations should be 45-60 minutes in length and may include an experiential or other activity to enhance understanding of the topic.

An annotated bibliography or reading list related to the topic should be distributed to the class on the day of the presentation. The reading list may also include references (articles or books) used to prepare for the presentation. The reading list should be selective and include no more than 8 references.

4. Reflection Paper

The purpose of this paper is to reflect on your experience as a counselor and what you learned through this experience. This paper should include: (1) your view of human behavior, (2) your definition of adaptive and maladaptive behavior, and (3) an assessment of how counselors elicit change within the client (to move the client to a healthier state). Papers should be no more than 5 double-spaced, typewritten pages using 12-point font.. Consider the following questions in structuring your essay:

- What did you learn from this experience overall? What did you learn about yourself as a counselor? What did you learn about your clients?
- What are your thoughts about counseling and the change process in general?
- What do you believe clients want from their counselors? What did you expect from your clients?
- How do you understand dysfunctional/maladaptive behavior?
- Do you believe people can change their maladaptive behavior patterns? What needs to be in place for clients to work toward changing their behavior?
- What personal qualities do you possess that enhanced your effectiveness as a counselor?
- How did cultural issues impact the counseling relationship?
- What did you hope to gain from this practicum experience? Were these goals achieved?

EVALUATION OF PERFORMANCE

Professionalism, punctuality at client and supervision meetings, ethical behavior (confidentiality), attire, and the maintenance of client records play a central role in the evaluation process of students enrolled in the EDCP 619B. Determination of grades will be also based on the quality of work weighted accordingly (see immediately below). **Letter grades will be given at the completion of this course.**

Total Points 350

- Face-to-Face Individual Counseling and Commitment to Clinical Supervision 100 points
 - The supervisee demonstrates:**
 - Overall basic counseling competence 30 points
 - Professionalism and appropriate ethical behavior 10 points
 - Preparedness for the supervision hour 10 points
 - Engagement in the supervisory process 10 points
 - Timeliness (on time for supervision, client sessions, and clinical notes) 10 points
 - Awareness of diversity (racial, cultural, gender, religious, SES, etc) and its influence in the counseling and supervisory relationships 10 points
 - Ability to accept feedback and recommendations 10 points
 - Ability to recognize and appreciate strengths and areas of growth 10 points
- Counseling Journal 50 points
- Transcript Assignment 50 points
- Class presentation on a clinical topic area 50 points
- Class participation and attendance 50 points
- Reflection paper 50 points

GRADING SCALE

A	329 and above
A-	315-328 points
B+	305-314 points
B	291-304 points
B-	280-290 points
C	270-279 points

STUDENTS WITH DISABILITIES

If you have a documented disability and wish to discuss academic accommodations, please contact the instructor during the first week of the semester.

ATTENDANCE POLICY

Regular attendance and participation in this class is **required** and is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class.
2. If a student is absent more than 2 times for medical reasons, the instructor may require documentation signed by a health care professional.
3. Please notify the instructor in advance regarding planned absences due to religious holidays or other obligations.

CHILD ABUSE AND NEGLECT POLICY

*While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services **and** to the University President's Designee, the University's Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President's Designee, but are required by law to make reports to Child Protective Services.*

ACADEMIC INTEGRITY

The Student Honor Council at the University has approved a Code of Academic Integrity, available on the web at <http://www.studenthonorcouncil.umd.edu/code.html>. This class abides by the statements in the Code.

READINGS:

American Psychological Association (2002, 2003; Amended 2010). Ethical principles of psychologists and code of conduct. www.apa.org/ethics/code/principles.pdf

Arredondo, P. & Tovar-Blank, Z.G (2014). Multicultural competencies: A dynamic paradigm for the 21st century. In F.T.L. Leong (Ed.), *APA Handbook of multicultural psychology: Vol 2, Applications and training*, pp. 19-34.

*Cameron, S., & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*, 80, 286-29

*Hill, C.E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th edition). Washington, D. C.: American Psychological Association.

*Marx, J. & Gelso, C.J. (1987). Termination of individual counseling in a university counseling center. *Journal of Counseling Psychology*, 34, 3-9.

Willer, J. (2009). *The Beginning Psychotherapist's Companion*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Video Series: In Treatment (2008), *HBO Entertainment*

*REQUIRED

Other readings may be assigned.

All Counseling Center personnel can be reached at the Center's general number: (301)314-7651

- **Ms. Margie Gibbs, Center Receptionist**
- **Dr. Noah Collins, Training Director**
- **Dr. Yvonne Oslin, Practicum Coordinator**
- **Dr. David Petersen, Associate Director, Counseling Service**
- **Dr. Ted Pickett, Clinical Case Coordinator and Point and Click Manager**
- **Ms. Kathleen Wilcox, Sharon Kirkland-Gordon's Assistant (temporarily)**
- **Ms. Kim Tran, Business Manager**

*******CLASS SCHEDULE IS ON THE FOLLOWING PAGE*******
CLASS SCHEDULE

Schedule and Assignments

DATE	SESSION	TOPIC
September 3	1	Course Introduction and Center Orientation (Coordinator of Practica and Center Receptionist) Reading Assignment: *Willer (2009), Chapters 1-3; pp. 3-38
September 10	2	Ethics, Case Notes, The Intake Process; Intake Observations; Reading Assignment: *Cameron & Turtle-Song (2002): SOAP Format Hill, C. (2014), <i>Helping Skills</i> , Chapter 3; pp: 53-69 APA Ethical Code of Conduct
September 17	3	First Counseling Session; Intake Observations and Discussion; Reading Assignment: Hill, C. (2014) <i>Helping Skills</i> , Chapter 6-7; pp: 105-148
September 24	4	Basic Counseling Skills Hill, C. (2014), <i>Helping Skills</i> , Chapters 8-10; 149-223.
October 1	5	Time-Limited Counseling and Goal Setting
October 8	6	The Insight Stage and Identifying Themes in Counseling Hill, C. (2014), <i>Helping Skills</i> , Chapters 11-12, pp. 227-267
October 15	7	Multicultural counseling and competence Dr. Carlton Green, Guest Lecturer Transcript Due
October 22	8	Client Cases---Group Discussion
October 29	9	Common Clinical Syndromes – Depression, Anxiety
November 5	10	Clinical Issues Presentations 1 & 2
November 12	11	Clinical Issues Presentations 3 & 4
November 19	12	Termination Process in Counseling Marx, J. & Gelso, C.J. (1987). Termination of individual counseling in a university counseling center. <i>Journal of Counseling Psychology</i> , 34, 3-9.
November 26		THANKSGIVING HOLIDAY
December 3	13	Case Presentations 1 & 2 (Submit Weekly Journals)
December 10	14	Case Presentations 3 & 4 & Wrap Up

*Invited Guest Lecturer