



**Graduate School of Education  
Department of Counselor Education**

**COUN 509 Practicum  
Fall, Winter, Spring 2014-2015**

**Instructor:** Kerri Anderson-Linde

**Course CRN:**

**Office:** 1815 NW Flanders Street,  
Suite 104, 97209

**Credits:** 3

**Office hours:** by appointment

**ED 510**

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**Course Catalog Description**

COUN 509 is a two-term, 40-hour direct client contact practicum experience in the PSU Community Counseling Clinic, Graduate School of Education. Students are closely supervised through direct observation, immediate peer supervisor debriefing, and review of counseling video recordings. Weekly group supervision is also provided by the faculty supervisor.

**Disability Access Information**

It is the University's goal that learning experiences be as accessible as possible. If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

**Graduate School of Education Conceptual Framework**

**Vision: Preparing professionals to lead life-long learning and development within our diverse communities.**

**1. Diversity and Inclusiveness - Advocacy for Fairness and Respect.**

- 1.1 Candidates work effectively with diverse populations.
- 1.2 Candidates promote inclusive and therapeutic environments.

**2. Research based practices and professional standards - Professionalism.**

- 2.1 Candidates critically analyze and implement research-based practices.
- 2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.

**3. Impact on Learning and Development - Commitment to learning.**

- 3.1 Candidates ensure that all learners and clients succeed.
- 3.2 Candidates use technology to enhance learning and development.
- 3.3 Candidates influence policy and provide leadership for organizations.

**4. Evidence-informed decision making - Reflection.**

- 4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

**Content Areas**

- Develop effective helping and intervention skills
- Develop ethical clinical practice
- Meet the unique needs of diverse clients
- Create environments that enhance professional and clinical practice
- Identify community resources and appropriately consult with, refer, and/or collaborate in order to meet client needs
- Use professional resources
- Conduct counseling sessions with clients in the Practicum Training Clinic under the close supervision of a faculty supervisor
- Debrief observed and recorded counseling sessions with Peer Supervisor (intern)
- Participate in Group Supervision to enhance the development of counseling assessment and case management skills

**General Expectations**

- Students are expected to view their sessions in the days between clinic meetings and are expected to incorporate session feedback and reflection into subsequent sessions. Viewing videos is a necessary and useful component of the practicum experience and is expected to happen weekly.
- Practicum students should observe other practicum students' counseling work during down time.
- "Dress-up casual" for clinic attire.
- Supervisors can/should serve as an alternate/backup observer during "down time".
- Everyone is to observe the 2014 ACA Ethical Code at all times.

- The clinic needs everyone (including interns) in the clinic during the designated times; your service in the clinic should be a priority and you should miss very rarely, if ever; leave a message if you cannot be here.
- Never take clinical materials out of the clinic.
- Never send anything electronically (via email or the web) from the clinic, or from home to the clinic.

## **Professional Standards: CACREP**

### COMMON STANDARDS

#### 1. Professional Orientation & Ethics

d. Self-care strategies appropriate to the counselor role;

#### 5. Helping Relationships

b. Counselor characteristics and behaviors that influence helping processes;

c. Essential interviewing and counseling skills;

g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

### SCHOOL COUNSELING STANDARDS

#### 2. Counseling Prevention and Intervention

##### C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

##### D. Skills and Practice

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

##### 4. Assessment

##### G. Knowledge

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

### CLRC STANDARDS

#### 1. Foundations

#### B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in rehabilitation counseling.

### CMFC STANDARDS

#### 1. Foundations

#### B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.

#### 2. Counseling, Prevention and Intervention

##### D. Skills and Practice

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.

3. Uses systems theories to implement treatment planning, and intervention strategies.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

#### 4. Assessment

##### H. Skills and Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.

2. Uses systems assessment models and procedures to evaluate family functioning.

3. Determines which members of a family system should be involved in treatment.

### CMHC STANDARDS

#### 1. Foundations

##### B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

#### 2. Counseling, Prevention and Intervention

##### C. Knowledge

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

9. Understands professional issues relevant to the practice of clinical mental health counseling.

##### D. Skills and Practice

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

7. Applies current record-keeping standards related to clinical mental health counseling.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

4. Assessment

G. Knowledge

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

H. Skills and Practice

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, danger to self and/or others, as well as co-occurring mental disorders.

4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

5. Research and Evaluation

I. Knowledge

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practice

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

**Knowledge and Skill Outcomes, Standards, and Assessments**

<b>Knowledge and Skill Outcomes</b>	<b>GSE Conceptual Framework</b>	<b>Professional Standard or Program Outcomes</b>	<b>Assessment</b>
1. Increase interpersonal awareness and skills.	1.2, 2.2	CACREP: 5.b, 5.c	Individual and group supervision, Fall and Winter practicum evaluations
2. Increase intrapsychic awareness and skills.	1.2, 2.2	CACREP: 1.d	Individual and group supervision, Fall and Winter practicum evaluations
3. Increase awareness and skills related to ethical and legal responsibilities as a counselor.		CACREP: 5.g CMHC: B.1, C.6, C.9, D.1, D.6 CLRC: B.1 MCFC: B.1, D.4, D.5	Individual and group supervision, Fall and Winter practicum evaluations
4. Learn to implement feedback received during clinical supervision to enhance treatment outcomes.		CMH: D.9, I.3, J.1 MCFC: D.6	Individual and group supervision, Fall and Winter practicum evaluations
5. Increase skills related to client assessment.		CACREP: 5.g CMH: C.6, C.7, D.6, G.2, H.2, H.3, H.4	Individual and group supervision, Fall and Winter practicum

		SCHOOL: D.4, G.3 MCFC: D.4, H.1, H.2, H.3	evaluations
6. Apply and increase knowledge/skills related to the diagnosis and treatment of presenting problems.		CMH: C.2, D.1, D.2, G.2, J.1 SCHOOL: C.1, C.5, D.2 MCFC: B.2, D.1, D.2, D.3,	Individual and group supervision, Fall and Winter practicum evaluations
7. Increase client record-keeping skills.		CMH: C.9, D.7	Individual and group supervision, Fall and Winter practicum evaluations

**Methods of Instruction**

Direct client contact, group supervision, peer supervision, observation, role play.

**Class schedule:**

4-5:30 Group Supervision (Students must arrive before 4:00 to begin group at 4)

5:30-6:20 Session One

6:30-7:20 Session Two

7:30-8:20 Session Three

Immediately following: Peer supervision, documentation, clinic clean-up, secure transport of memory device

**Recommended Reading:**

Baird, B.N. (2008). *The internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*. Upper Saddle, NJ: Prentice-Hall.

American Counseling Association. (2014). *ACA Code of ethics*. Alexandria, VA: Author.

**Assignments & Grading**

*Practicum is graded on a Pass/No Pass basis based on attendance and clinical performance.*

**Students are expected to view their sessions in the days between clinic meetings and are expected to incorporate session feedback and reflection into subsequent sessions. Viewing videos is a necessary and useful component of the practicum experience and is expected to happen weekly.**

**Course and University Policies**

<b>Late Assignments</b>	NA
<b>Attendance and Tardiness</b>	Students are expected to attend all classes. While one missed class may be acceptable, the standards of client care require that counselor trainees attend regularly. If more than one class is missed, proof of medical necessity proving the need for the absence may be required for the student to continue to work with clients. More than one absence per term may result in a “no pass”. Further, students who are tardy must notify the instructor at the time of the tardiness so that client care is not compromised. More than one tardiness may be considered excessive and will be evaluated as a professional issue which compromises client care. Excessive tardiness (2 or more times per term) may result in a “no pass”.
<b>Classroom Demeanor and Courtesy</b>	Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect students to show respect and courtesy for all members of this class at all times. See the GSE Student Conduct Code: <a href="http://www.pdx.edu/sites/www.pdx.edu/education/files/gse_handbook_student_conduct.pdf">http://www.pdx.edu/sites/www.pdx.edu/education/files/gse_handbook_student_conduct.pdf</a>
<b>Incompletes</b>	A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply: <ol style="list-style-type: none"> <li>1. Quality of work in the course up to that point is C level or above.</li> <li>2. Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.</li> </ol>

	<p>3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade.</p> <p>4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.</p> <p><a href="http://www.pdx.edu/ogs/incomplete-grades">http://www.pdx.edu/ogs/incomplete-grades</a></p>
<b>Academic Integrity</b>	<p>The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p> <p>PSU Student Conduct Code # 577-031-0136</p>
<b>Returning student work</b>	<p>Due to FERPA guidelines, student work must be directly returned to each student (either face to face or via electronic or “snail” mail). If students want a hard copy of their work returned, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>



<p><b>Student Health Insurance</b></p>	<p>PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.</p> <p>See <a href="http://www.pdx.edu/shac/insuranceplan">http://www.pdx.edu/shac/insuranceplan</a> for more information.</p> <p>Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.</p> <p><b>All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term.</b></p> <p>See <a href="http://www.pdx.edu/shac/insurancewaiver">http://www.pdx.edu/shac/insurancewaiver</a> for specific information and directions about waiving the health insurance, and a link to the online waiver application.</p> <p>Contact <a href="mailto:insurancehelp@pdx.edu">insurancehelp@pdx.edu</a> for more information.</p>
<p><b>Safe Campus Module</b></p>	<p>Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled <i>Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault</i>. See <a href="http://www.pdx.edu/sexual-assault/safe-campus-module">http://www.pdx.edu/sexual-assault/safe-campus-module</a></p>
<p><b>Counselor Ed Policy Statement</b></p>	<p><b>Department Policy Statement:</b> The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.</p> <p>Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.</p> <p>Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.</p> <p>The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on</p>

time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.