

CP 807: Masters Practicum – Community Track  
Fall 2009

*INSTRUCTORS:*

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*COURSE GOALS AND PURPOSES:*

This course is designed to support students' professional development as counselors. This support includes case conceptualization, management of professional relationships (including supervisor, colleagues, peers, clients, etc), development of an experiential base for counseling practice, and progress toward meeting the requirements for the master's degree (e.g., portfolio). The structure of the course will be based on a seminar format and be responsive to (and expect) student initiation. Students are expected to identify particular professional development needs as they arise in the course of the semester and to take responsibility for identifying resources to address them. Particular emphasis will be monitoring the steps for beginning counseling and the formation of professional relationships with supervisors, colleagues, clients, and peers. Critical to this development is being sensitive to and anticipating the impact of the self on others. This class will review the application of legal and ethical guidelines, principles, and requirements to professional practice.

*DEPARTMENT POLICY STATEMENT:*

The counseling profession requires a high level of integrity, self-awareness, and personal maturity. This course and others include experiences designed to enhance these qualities. These characteristics may be considered by faculty in assessing your overall qualifications for a career as a professional counselor. All students in the Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the American Psychological Association and American Counseling Association Codes of Ethics. Failure to abide by these standards can result in termination from the Departmental Program.

Please inform the instructor if you require any special accommodations in the curriculum, instruction, or assessment of the course. To the extent possible, this information will be kept confidential.

*CLASS REQUIREMENTS:*

1. Maintain logs of completed practicum hours and agency activities. Practicum logs should include direct and indirect service hours and supervision hours. (Practicum logs should not include any client identification). You will need to bring up-to-date practicum logs to each individual supervision session for review; however, you will keep the logs and submit them all at the end of the semester. The accountability log can be found in the M.S. Handbook (pg. 51) or on the Department website. A description of direct versus indirect service can be found in the M.S. Handbook on page 9. **(5% of final grade)**

2. Professional development supervision meetings (50 minutes) with co-instructors to discuss progress and role as a counselor in training, set and monitor goals, and receive feedback. These supervision meetings focus on the professional and personal development of the individual as a counselor. Discussion of clinical cases will be encouraged as they pertain to personal and professional development issues and experiences on site. Supervision meetings are every other week. **(15% of final grade)**

3. Participation in individual and group activities. It is expected that you will come to the group and individual meetings prepared to participate actively. **(10% of final grade)**

4. Present structural conceptualization of portfolio. Discuss overall structure and focus on two specific areas of competence in the portfolio. Presenters should come prepared with specific questions and concerns on which they are seeking consultation, direction, and support from their peers and instructors. Colleagues will be expected to provide feedback to student presenter. In addition, you will be required to meet with your advisors to review the components and advisor expectations for the portfolio. The advisor will review the first draft of the portfolio that has the major structure for the portfolio complete, but may be lacking some of the artifacts that will be included. **STUDENTS CANNOT TURN IN TO CP 807 INSTRUCTORS A CLEAN DRAFT OF THEIR PORTFOLIO UNTIL THEIR ADVISORS HAVE REVIEWED AND PROVIDED COMMENTS ON A PREVIOUS DRAFT.** Consequently, you will need to coordinate how much time the advisor will need to review it prior to returning to you in time to submit it on-time for this course. You will turn in comments (email or written notes are okay) from your advisor to the CP 807 instructor when submitting the draft of the portfolio. **(15% of final grade)**

5. Oral presentation of emerging theoretical orientation/worldview (ETOW): Will be accompanied by discussion of a case currently seen by you and its relevance to your ETOW. Presentations should address each of the questions concerning your theoretical orientation and include individual assessment of ETOW that is specific to your personal, professional, and cultural orientation. **(15% of final grade)**

- a. How do you believe the process of change occurs?
- b. What role and expectations do you have of yourself as a counselor and of the client in therapy process? What are ways you think clients tend to view you?
- c. How does who you are as a person (e.g., personality, background, culture, etc.) influence the therapy process?
- d. How are cultural values managed and how are they expressed within the

counseling process?

e. Present features of a case that illustrate your ETOW in action. Discuss ways it fits currently, but also discuss what you could do to put your ETOW into practice.

*Note: Any copies of handouts should be made for each of the class participants in addition to the instructors and handed out at the time of the presentation. Identifiable background information of case will not be included in the handout.*

6. Case Conceptualization: Submit a case conceptualization paper for one of your intervention cases by the end of the course. (10 pages, due 12/2/09, **30% of final grade**) The paper should include the following information.

- 1) Presenting concerns
- 2) History of client
  - a. Family
  - b. Relationships and support system
  - c. Employment/Education
  - d. Other areas of importance
- 3) Assessment
  - a. Provide information on any assessment you conducted with this client (i.e. in session, intake assessment, objective assessment, case consultation)
    - i. What are the conflicted states that tend to recur for client
    - ii. What does client want from others?
    - iii. What does client expect from others?
    - iv. What has client done in the past to address problems (coping mechanisms)?
    - v. What are client's strengths?
  - b. *Based on what you do at your site*, provide a synopsis of what you believe is happening for this client? (i.e. DSM IV TR diagnosis, description of what is happening based on career/advising theory, etc.)
- 4) Treatment Plan
  - a. What are (were) your client's goals? How have they changed?
  - b. What have you done with this client to work towards achieving a goal?
  - c. If you were to see this client again, what would be your treatment goals?
    - i. Immediate goals
    - ii. Intermediate goals
    - iii. Long-term goals
  - d. Recommendations for future practitioners in working with this client
- 5) Ethical issues
  - a. What issues have arisen in your work and how they have applied the legal and ethical guidelines.
    - i. Students should specifically address confidentiality, duty to warn, informed consent, and multiple relationships as well as address the process of their ethical decision-making

7. Review of Client and Therapist Progress Presentations: You will provide an oral presentation reviewing the progress you have observed in your clients as well as in your professional competence. (**10% of final grade**).

Choose a client with whom you have worked with on multiple occasions (i.e. preferably more than 1 session). Your presentation should include the following.

- 1) Briefly describe the presenting concerns of your client, your client's history, and any other relevant information
- 2) Discuss how you have been working with this client (i.e. interventions, ETOW)
  - a. What techniques are you increasingly using beyond the interpersonal therapeutic relationship?
- 3) What changes have you observed in client over the course of your time together?
  - a. Therapeutic relationship
  - b. Client's willingness to look inward
  - c. Client's ability to integrate conflicted feelings vs. defend against them
  - d. Client's ability to alter expectations in relationships and increase interpersonal range
- 4) What changes have you observed in yourself as a result of working with this client and/or from your experiences in working at your site?
  - a. Awareness of additional client characteristics
  - b. Awareness of additional therapist characteristics
  - c. How have supervision, case notes, and in-session experiences assisted your development?

What factors may be hindering your development?

***SCHEDULE FOR CLASS MEETINGS:***

<b>Date</b>	<b>Discussion Topic</b>	<b>Readings / Assignments Due</b>
Sept. 2	Introduction to course, students' goal sheets, site review, and scheduling presentations and individual supervision	
Sept. 9	Supervision Introduction to Portfolio "Check in"	<p><b>First week of individual professional development supervision</b></p> <p><i>Readings:</i></p> <p>Berger, S. S. &amp; Buchholz, E. S. (1993). On becoming a supervisee: Preparation for learning in a supervisory relationship. <i>Psychotherapy, 30</i>, 86-92.</p> <p>Rønnestad, M. H., &amp; Skovholt, T. M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. <i>Journal of Counseling and Development, 71</i>, 396-405.</p> <p>Skovholt, T. M. &amp; Rønnestad, M. H. (2003). Struggles of the novice counselor and therapist. <i>Journal of Career Development, 30</i>, 45-58.</p> <p><b>Signed goals sheet due in individual supervision</b></p>

Sept. 16	e-Portfolio Training Ed Sciences Building	<b>Bring a PowerPoint artifact and a document to be scanned that will be added to the portfolio</b> (e.g., supervisor evaluation). Optional: bring a digital picture for portfolio and/or video/audio media.
Sept. 23	Cultural Assumptions Construction ETOW “Check in”	Atkinson, D. R., Thompson, C. E., & Grant, S. K. (1993). A three-dimensional model for counseling racial/ethnic minorities. <i>The Counseling Psychologist, 21</i> , 257-277. Prilleltensky, I (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and practices. <i>American Psychologist, 52</i> , 517-535.
Sept. 30	Construction and articulation of ETOW “Check in”	Chin, J. L. (1994). Psychodynamic approaches. In L. Comas-Diaz & B. Greene (Eds) <i>Women of color: Integrating ethnic and gender identities in psychotherapy</i> (pp.194-222). New York: Guilford. Lewis, S Y. (1994). Cognitive behavioral therapy .In L. Comas-Diaz & B. Greene (Eds) <i>Women of color: integrating ethnic and gender identities in psychotherapy</i> (pp.223-238). New York: Guilford.  <b>Meet with advisor for Portfolio: caption sheets, organization, summary, overview components</b>
Oct. 7	Professional and Ethical Practice Guidelines (confidentiality, duty to warn, informed consent, multiple relationships, ethical decision-making)	<i>Readings:</i> <a href="http://www.apa.org/ethics/code2002.html">http://www.apa.org/ethics/code2002.html</a> (Ethical Principles of Psychologists and Code of Conduct) <a href="http://www.apa.org/pi/multiculturalguidelines/homepage.html">http://www.apa.org/pi/multiculturalguidelines/homepage.html</a> (Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists)  Sullivan, J. R., Ramirez, E., Rae, W. A., Pena Razo, N., & George, C. A. (2002). Factors contributing to breaking confidentiality with adolescent clients: A survey of pediatric psychologists. <i>Professional Psychology: Research and Practice, 33</i> (4), 396-401. Gilroy, P. J., Carroll, L., & Murra, J. (2002). A preliminary survey of counseling psychologists' personal experiences with depression and treatment. <i>Professional Psychology: Research and Practice, 33</i> (4), 402-407.  <b>3 ETOW Presentations</b>

Oct. 15		<b>4 ETOW Presentations</b>  <b>Mid-semester Practicum Evaluations Due</b>
Oct. 21	Assessment “Check in”	Finn, S., & Tonsager, M. (1997). Information-gathering and therapeutic models of assessment: Complementary paradigms. <i>Psychological Assessment, 4</i> , 374-385. Sabatino, D., Fuller, C., & Altizer, E. Assessing current psychological status.  <b>2 ETOW Presentations</b>  <b>1 Portfolio presentation</b> <i>(students presenting are expected to take feedback and submit to their advisor the components of their portfolio that they have completed by Friday, 10/30)</i>
Oct. 28		<b>4 Portfolio presentations</b> <i>(students presenting are expected to take feedback and submit to their advisor the components of their portfolio that they have completed by Friday, 11/6)</i>
Nov. 4		<b>4 Portfolio presentations</b> <i>(students presenting are expected to take feedback and submit to their advisor the components of their portfolio that they have completed by Friday, 11/13)</i>
Nov. 11	Case Conceptualization “Check in”	<b>3 “Client and Therapist Progress” presentations</b>
Nov. 18	Case Conceptualization	<b>4 “Client and Therapist Progress” presentations</b>
Nov. 25		THANKSGIVING PREP—NO CLASS
Dec. 2	“Check in”	<b>2 “Client and Therapist Progress” presentations Case Conceptualization due</b>
Dec. 9	Summary and Integration Semester Celebration	<b>Submit the Portfolio for review</b> <b>Practicum Evaluations Due</b>

*EVALUATION PROCEDURES:*

1. You should inform instructor and/or supervisor if you plan to be absent from class and/or supervision. Excused absences from more than two classroom sessions and two supervisory meetings may result in an incomplete grade in the class. Two unexcused absences from either the class or supervision will result in a reduction of your course grade by at least one-half letter grade (e.g., A to AB, AB to B, etc.). Four or more unexcused absences will result in a failing grade. Students will be expected to be on time to weekly supervision meetings. Similarly, you will be expected to meet with clients as scheduled.
2. You will be expected to meet the hourly requirements for direct service as described in the Field Practicum Manual. The Accountability Form should be completed at the end of term to document your professional activities at the field placement.
3. Your supervisor will provide an evaluation of your work at mid-semester and end-of-semester. This evaluation is based on criteria described in the Field Practicum Manual, Counselor Performance Evaluation. You will have an opportunity to respond to the evaluation in writing. Final evaluations by your field supervisor will be put in your student personnel file.
4. You will be expected to evaluate your supervisor's performance at mid-semester and end-of-semester based on the criteria described in the Field Practicum Manual, Supervisor Performance Evaluation.
5. At the end of the semester you will be expected to complete an evaluation of your practicum site based on the criteria described in the Field Practicum Manual. The Practicum Site Evaluation Form must be completed and returned to me. Evaluations are kept on file for the faculty practicum coordinator and student reference during the site placement procedure.
6. The instructor will consult with the student's primary supervisor on final grade evaluation.

*OTHER POLICIES:*

1. No laptops or texting during class.
2. You are expected to attend every class on time.