

*Psychology 646*  
***Practicum for Mental Health Counseling***  
*Fall 2012*

**Syllabus**

**Instructor:** Katrina Moss, Psy D  
**Day/Time:** Wednesday 5:30-9:30  
**Room:** Henry Hall 202  
**Office Hours:** by appointment  
**e-mail:** katrina.moss@chaminade.edu

***Required Text***

*The Internship, Practicum, & Field Placement Handbook: A guide for the helping professions. 6<sup>th</sup>. Edition. Brian N. Baird. Prentice Hall, New Jersey.*

*Diagnostic & Statistical Manual of Mental Disorders, 4<sup>th</sup> Edition. (Text Revision). American Psychiatric Association. Washington, DC.*

***Course Links to MSCP Program Learning Outcomes***

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of counseling theories and skills. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

***Course Description***

This course is designed to prepare and support you during internship. The class format will consist of didactic and experiential components including processing field experiences, lecture and discussion of text material, presentation and discussion of community agencies, live and videotaped role plays, and feedback/processing of sessions. You will also be encouraged to develop and articulate your own conceptual framework for counseling.

Attendance at each session is particularly important; more than one absence will require you to retake the course. I will expect you to be prepared and be ready to actively participate.

***Students with Disabilities***

Chaminade will provide assistance for any student with documented disabilities. If you believe you need accommodation in this class you must contact Dr. June Yasuhara, 739-4603, at the Counseling Center. A determination will be made as to whether you meet the requirements for disability according to the Americans with Disabilities Act. (You do not have to hold American citizenship to be considered eligible for

accommodation.) It is important that you contact Dr. Yasuhara as soon as possible so that accommodations can be made in a timely fashion.

### ***Student Learning Outcomes***

You will be required to demonstrate an understanding of...

1. counseling/professional competencies, including (a) assessment & diagnosis/DSM-IV, (b) therapeutic intervention, (c) charting and case-conceptualization, and (d) logging of your clinical hours.
2. professional and ethical issues in the counseling field, including (a) management of confidential information, (b) informed consent, (c) competence and boundaries of responsibility, (d) dual relationships, and (e) professional work ethic.
3. the importance of utilizing supervision, including (a) preparation for supervision, (b) active engagement during supervision, (c) ability to articulate lessons learned from supervision
4. clear understanding of counseling theories and your own conceptual framework
5. an awareness of referral agencies in the community
6. role of culture and diversity in assessment and counseling
7. scientific methodology
8. research literature that informs counseling practice

***Your progress regarding these learning outcomes will be evaluated by the following:***

#### ***Logging of Hours (Outcome 1)***

*You will submit your logs for review for correct format, clarity of entry, and completeness.*

#### ***Weekly Journal “Lessons Learned” (Outcomes 1, 2, 3, 4, 8)***

*You will submit a report on a lesson learned in your clinical field experience for the week in question. You will also present this experience in class.*

#### ***Supervision Preparation Review (Outcomes 1, 2, 3 4, 6, 8)***

*You will submit a completed Supervision Preparation form (Practicum Handbook, Appendix O) each week. It is expected that you will use this form to both prepare for supervision and to relate to class about your supervision experience.*

#### ***Role-Playing (Outcomes 1, 2, 4, 6, 8)***

Individual Counseling: You will select a particular personal issue that you would like to explore during the semester. You will then be paired with a fellow student. In this dyad, you will take the role of the client. With another student you will take the role of the counselor. Sessions will last for one hour (20 minutes as “counselor”, 20 minutes as “client”, 10 minutes charting). Student dyads will meet in class for a total of 6 weeks. As a “counselor” you will be expected to complete “case notes” after each session. As a “client” you will be expected to complete a reaction paper after each session. You will

also video-record this session, review this session at home, and return a completed evaluation form the following week.

***Conceptual Framework Essay & Presentation*** (Outcomes 4, 6, 7, & 8)

You will write a 5-10 page (double-spaced) paper on your conceptual framework for counseling practice. The APA guidelines for this paper will be reviewed in class. You will present this paper/your orientation to the class.

***Agency Report & Presentation*** (Outcome 5)

Based on your practicum placement, you will write a 2-3 page paper about the agency, your experiences with counseling, administrative duties, and supervision and present this information to the class.

***Personal/Professional Characteristics*** (Outcomes 1, 2, 4, 6)

You will review your impressions of your personal qualities and professional skills based on a checklist presented in class. I will provide you with feedback on the same.

***Supervisor's Evaluation*** (Outcomes 1, 2, 3 & 4)

You must perform adequately at your practicum site(s) to pass this class. Your supervisor's evaluation comprises approximately 25% of your grade. Evaluations that consist of "acceptable" rating or higher will be awarded full points. Each rating of "Below Expectations" will result in a loss of 10 points; each rating of "Far Below Expectations" will result in a loss of 20 points. Ratings from all supervisors will count towards the determination of your score. (One supervisor's more favorable review does not ameliorate poor evaluations from another supervisor.)

<b><i>Grading</i></b>	<b><i>Outcomes</i></b>	<b><i>Points</i></b>
Log of Hours (Completeness)	1	10
Clinical Lesson Reports	1, 2, 3, 4	10
Supervision Preparation	1, 2, 3, 4, 6, 8	10
Dyad Therapist Notes (6 X 5)	1, 2, 4, 6, 8	30
Client Reaction Papers (6 X 5)	1, 2, 4, 6	30
Videotaped Review Presentation	1, 2, 4, 6, 8	10
Essay (theoretical orientation)	4, 6, 7, 8	30
Class Presentation: Orientation	4, 6, 7, 8	10
Agency Report	5	20
Class Presentation: Agency	5	10
Professional/Personal Characteristics	1, 2, 4, 6	30
Supervisor's Evaluation	1, 2, 3, 4	60
<b>Total</b>		<b>250</b>

**A = 225+ ; B = 200—224**

*(I reserve the option of providing additional means of earning points for students experiencing exceptional circumstances. This is not offered for students who are simply not content with their performance/grade)*

***Course Schedule***

<b>Class</b>	<b>Date</b>	<b>Activities</b>	<b>Topics</b>	<b>Agency Present</b>	<b>Readings Baird</b>	<b>Readings Zuckerman</b>
1	10/03	Review syllabus Review of Logs P & P competencies Dyad formation	Self-evaluation	None	None	
2	10/10	Check-in Log review Instructor session review	Prep; Getting Started; Ethics & Legal issues	None	1, 2, 3	1,2
3	10/17	Check-in Agency presentation Review of initial session	Writing & records Initial session		6	3,4,5,6
4	10/24	Check-in DSM-V Review Dyads (session 1)	Diagnosis Mental Status			7,8,9
5	11/31	Check-in Agency presentation Mid-course evaluation Dyads (session 2)	Supervision		4	10,11,12
6	11/07	Check-in Agency presentation Dyads (session 3)	Self-care		7	13,14,15
7	11/14	Check-in Agency presentation Dyads (session 4)	Assault & other risks		8	16,17,18,19
8	11/21	Check-in Agency presentation Dyads (session 5)	Closing cases		9	20,21,22
9	11/28	Check-in Agency presentation Presentation of models Model papers due Dyads (session 6-terminal session)	Terminating agency		10	23,24,25,

10	12/05	Check-in, Agency present, P & P chars; logs due				26,27,28,29
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### **Academic Honesty**

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

### ***MARIANIST EDUCATIONAL VALUES***

The five characteristics of a Marianist Education are:

**1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

**2. Provide an Excellent Education**

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

**3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

**4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

**5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Each of these characteristics is integrated, to varying degrees, in this course.