



CMHC 6500
Counseling Practicum
Fall

Course Syllabus

1. **Instructor:** Brianna Randall, PhD, NCC
Email: bmkane22@catawba.edu
Telephone: (704) 645-4669
Office: Ketner 206
Office Hours: Monday 1:30pm-3:30pm or by appointment

2. **Class Meetings:** This class is a synchronous online course via Blackboard. Please refer to the course calendar for all important dates and times requiring scheduled synchronous online meetings. 1. Unless otherwise specified, Practicum Class will be held every WEDNESDAY from 6:00 PM – 7:30 PM. Attendance and participation are required. You are required to have your video camera on throughout the entirety of Practicum Class. You will be given a detailed calendar of meeting times and due dates once we begin Class.

3. **Textbook: 1)** Kiser, P. M. (2016). *The human services internship (4th)*. Boston, MA: Cengage. ISBN# 9781305087347.
2) Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. HarperCollins Publishers.

4. **Course Description:** The purpose of this course is to introduce students into actual counseling practices, under close supervision, with an emphasis on professional development and clinical skill implementation. Students will receive feedback during supervision via modeling, peer counseling, live observation, and electronic recording of sessions. A total of 100 hours of counseling experience, with 60 direct hours of clinical service delivery, is required.

5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.

6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic

information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS	ASSESSMENTS
2.1.K) Strategies Personal and Professional Self-Evaluation	Documented Hours, Individual Supervision, Group Supervision
2.1.L) Self-Care Strategies Appropriate for the Counselor Role	Documented Hours, Individual Supervision, Group Supervision
2.1.M) The Role of Counselor Supervision in the Profession	Documented Hours, Individual Supervision, Group Supervision
2.5.A) Theories and Models of Counseling	Documented Hours, Counseling Tapes
2.5.D) Ethically/Culturally Relevant Strategies for Establishing/Maintaining Relationships	Documented Hours, Counseling Tapes
2.5.F) Counselor Characteristics and Behaviors that Influence Counseling Process	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision
2.5.G) Essential Interviewing, Counseling, and Case Conceptualization Skills	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision
2.5.N) Processes of Aiding Students in Developing Personal Model of Counseling	Documented Hours, PDS, Individual Supervision, Group Supervision
3.C.1.A) Students are covered by liability insurance policies while enrolled in Practicum and Internship.	Course Syllabus & Program Handbook - all student require 1M Individual/3M Aggregate liability insurance before accruing hours
3.C.1.B) Supervision of Practicum and Internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Course Syllabus - minimum of four recordings (audio or video) required
3.C.1.C) Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's Practicum and Internship.	Course Syllabus & Program Handbook - supervision (individual and group) will be conducted through experience, and evaluation forms (faculty supervisor, site supervisor) will be conducted at the end of the experience.

<p>3.C.1.D) Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their Practicum and Internship.</p>	<p>Course Syllabus – items will be covered in the course readings and discussion during weekly supervision (individual and group).</p>
<p>3.C.1.E) In addition to the development of individual counseling skills, during either Practicum or Internship, students must lead or co-lead a counseling or psychoeducational group.</p>	<p>Course Syllabus – students will lead/co-lead group supervision sessions throughout semester.</p>
<p>3.C.1.F) Students complete supervised counseling Practicum experience that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.</p>	<p>Course Syllabus & Program Handbook – completed at placement site during 16 weeks.</p>
<p>3.C.1.G) Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.</p>	<p>Course Syllabus & Program Handbook – completed at placement site during 16 weeks.</p>
<p>3.C.1.H) Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the Practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.</p>	<p>Course Syllabus – minimum 15 hours of individual supervision (faculty supervision and site supervision) required during 16 weeks.</p>
<p>3.C.1.I) Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the Practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who in under supervision of a counselor education program faculty member.</p>	<p>Course Syllabus – minimum 22.5 hours of group supervision required during 16 weeks.</p>
<p>3.C.1.N) Counselor education program faculty members serving as individual/triadic or group Practicum/Internship supervisors for students in entry-level program have (1) relevant experience, (2) professional</p>	<p>All counselor education program faculty member teaching Practicum are core program faculty as defined by CACREP (1.1.W & 1.1.X).</p>

<p>credentials, and (3) counseling supervision training and experience.</p>	
<p>3.C.1.O) Students serving as individual/triadic or group Practicum/Internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.</p>	<p>n/a</p>
<p>3.C.1.P) Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession, (2) relevant certifications and/or licenses, (3) a minimum of two years or pertinent professional experience in the specialty area in which the student is enrolled, (4) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (5) relevant training in counseling supervision.</p>	<p>Program Handbook & Fieldwork Coordination – application and review for appropriate supervisors will be conducted, including participation in orientation</p>
<p>3.C.1.Q) Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.</p>	<p>Fieldwork Coordination – authorization for all appropriate placement sites will be conducted via interview and orientation to program</p>
<p>3.C.1.R) Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during Practicum and Internship. When individual/triadic Practicum supervision is conducted by the site supervisor in consultation with the counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p>	<p>Program Handbook & Fieldwork Coordination – all necessary documentation will be acquired prior to accruing hours</p>
<p>3.C.1.S) When individual/triadic supervision is provided by the counselor education program faculty of a student under supervision, Practicum and Internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or</p>	<p>n/a</p>

equivalent quarter hour course of a faculty member's teaching load assignment.	
3.C.1.T) When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, Practicum and Internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.	Program Director & Dean of Health Sciences and Human Performance – appropriate course loads will be determined each semester.
3.C.1.U) Group supervision of Practicum and Internship students should not exceed a 1:12 faculty:student ratio.	Program Director & Dean of Health Sciences and Human Performance – appropriate course loads will be determined each semester.
3.C.1.V) When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hours of a faculty member's teaching load assignment.	n/a
5.1.B) Theories and Models Related to Clinical Mental Health Counseling	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
5.1.C) Principles, Models, and Documentation Formats of Biopsychosocial Case Conceptualization and Treatment Planning	Documented Hours, Individual Supervision, Group Supervision, Case Presentations
5.2.A) Roles and Settings of Clinical Mental Health Counselors	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
5.2.J) Cultural Factors Relevant to Clinical Mental Health Counseling	Documented Hours, Individual Supervision, Group Supervision, Case Presentations
5.2.L) Legal and Ethical Considerations Specific to Clinical Mental Health Counseling	Documented Hours, Individual Supervision, and Group Supervision
5.3.A) Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental Health History, and Psychological Assessment for Treatment Planning and Caseload Management	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations

5.3.B) Techniques and Interventions for Prevention and Treatment of a Broad Range of Mental Health Issues	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
5.3.E) Strategies to Advocate for Persons with Mental Health Issues	Documented Hours, Individual Supervision, and Group Supervision

- 1) Students will acquire direct counseling experience, under clinical supervision, and participate in counseling service delivery to clients with various clinical needs.
- 2) Students will experience direct clinical supervision from both the Instructor as well as an on-site supervisor in order to consult and address counseling skill and technique development.
- 3) Students will experience individualized, as well as group (peers) supervision to address professional development.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) **A minimum of 100 clock hours must be documented during the semester for this course.** Of these 100 hours, a minimum of 40 hours must be documented as direct hours, which includes direct service with actual clients that contributes to the development of counseling skills. Per CACREP, each student is required to lead or co-lead at least one group counseling session in their fieldwork experience. For students who do not meet this requirement in the Practicum Course, you will meet this requirement during the Internship Course. The remaining 60 hours can include indirect hours, which include site supervision, case management, and other details relevant to the practicum experience. All 100 hours must be documented on the Practicum Time Log, which will be made available via Blackboard.
- B) **A minimum of 15 hours of individual supervision must be documented during the semester for this course.** Individual supervision will be conducted between the Practicum Student and the Site Supervisor. Individual supervision with the Site Supervisor will need to be scheduled on-site with the Site Supervisor and will be conducted in person.
- C) **A minimum of 22.5 hours of group supervision must be documented during the semester for this course.** Group supervision will consist of a small cohort of Practicum Students meet virtually once a week. During the group supervision meetings, there will be opportunity to discuss shared learning opportunities, client conflicts, and case consultations. Case presentations will also be conducted during the group supervision meetings. Scheduling for the group supervision meetings

will be done at the beginning of the semester in effort to maintain continuity in the supervision schedule.

- D) **One professional disclosure statement** will be required for this course. The PDS must be developed and approved by the College Supervisor before working with actual clients. Details pertaining how to develop a PDS will align with the standards published by the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC). The due date for the PDS is provided on the course calendar. Late submission will not be accepted without valid documentation.
- E) Four electronic recordings of counseling sessions with actual clients will be required for this course. Recordings are required to allow the Course Supervisor an opportunity to evaluate counseling skills and techniques, and to provide supervision feedback aimed towards growth in counseling service delivery. Consent for recording will be needed from clients, and the consent form will be made available via Blackboard. It can also be found within the CMHC Student Handbook and Practicum Manual. ***Note: The minimum of four recordings will be used in the two case presentations and two tape reviews below.*
- F) **Two case presentations** will be required for this course. Case presentations will provide students an opportunity share, while maintaining anonymity, current cases and present background information, case conceptualization, and proposed treatment planning. Presenters will be able to solicit feedback from other group members. Due dates for case presentations will be scheduled at the beginning of the semester and will align with the course calendar.

The following documents, along with your full audio recording, will be due the day of your case presentation on Blackboard:

- a. Consent to Record
- b. Counselor Self-Review of Counseling Session
- c. Client Outcome Rating Scale
- d. Case Presentation Format

*These documents can be found in Blackboard under 'Fieldwork Resources'

- G) **Two clinical review tapes** will be submitted for this course. Clinical review tapes will provide students an opportunity to have their clinical counseling skills-knowledge assessed. The student will first review clinical tapes, noting where they demonstrated each counseling skill listed within the tape review rubric, then submit to the instructor (faculty supervisor). The instructor will then review each student's tape

and documentation of skills, evaluating the student's accuracy of skill recognition and further assessing for skill demonstration. Due dates for clinical tape review will be scheduled at the beginning of the semester and will align with the course calendar.

- Clinical Tape Self-Review Form (find in 'Fieldwork Resources')
 - Timestamps required when skills utilized
 - Provide critical and thought-provoking comments about the session, including strengths and areas of growth

- H) **Two student midterm evaluations** will be required for this course. These evaluations will provide formative feedback to the practicum student, with one being conducted by the Site Supervisor and once conducted by the College supervisor. The appropriate documents are provided within the Practicum Manual.
- I) **Two final student evaluations** will be required for this course. These evaluations will provide formative feedback to the practicum student, with one being conducted by the Site Supervisor and one conducted by the College supervisor. The appropriate documents are provided within the Practicum Manual.
- J) **Two supervisor evaluations** will be required for this course. These evaluations will provide formative feedback to the practicum student, with one being conducted by the Site Supervisor and one conducted by the College supervisor. The appropriate documents are provided within the Practicum Manual.

9. **Course Evaluation:**

One hundred documented hours, including 40 direct hours, 15 individual supervision hours, and 22.5 group supervision hours, and a minimum of 4 recordings*

One professional disclosure statement @ 6 points =	6 points
Two submitted tapes for clinical review @ 10 points =	20 points
Two case presentations of submitted tapes @ 10 points =	20 points
Two midterm student evaluations @ 10 points =	20 points
Two final student evaluations @ 12 points =	24 points
Two supervisor evaluations @ 5 points =	10 points

	100 points

**All required hours in each category and a minimum of four tapes must be completed to pass the course regardless of grade accrued via the additional assessments.*

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.
11. **Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:
Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:
- A) *Each student is personally responsible for regular and punctual class attendance.*
 - B) *A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.*
 - C) *The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*
 - D) *Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*
 - E) *The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*
 - F) *The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*
 - G) *If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for*

arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

- 12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

- 13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-

professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.

14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
15. **Writing Center (Library Mezzanine):** The Catawba Writing Center, in the Library Mezzanine, provides both face-to-face and online services to assist you with writing projects in all of your classes. Writing consultants, fellow Catawba students, are trained to help you with all stages of your writing process – brainstorming, drafting, research, organization, editing, and revision. Upload a draft of your paper, the assignment sheet, and your questions/concerns when making an appointment. For more information about our services and/or to make an appointment, please visit our website: catawba.edu/writingcenter
16. **Expectations:**
 - Student Expectations
 1. Check your Catawba email and Blackboard account on a consistent basis each week. The primary method of communication in an asynchronized course is via email and Blackboard. Therefore, you are responsible to check and respond if needed on a weekly basis to the instructor and/or peers.
 2. Demonstrate professional dispositions in all interactions (discussion post, email and on Blackboard) with peers and instructors. Problematic behavior will be addressed as defined by our CMHC Program Handbook.
 3. All work submitted will be original, complete, and neatly presented.
 - Instructor Expectations
 1. Instructor will reply to student emails within 48-72 hours.
 2. Provide expectations and structure to foster safety and trust in the learning environments and to assist students in exploring and vulnerably engaging with course materials and activities.
 3. Be available to support student learning outside of class time through email, during office hours, and by appointment.
17. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

**Note our due dates will be before meeting on Wednesdays unless otherwise specified*

Week of Course	Agenda	Assignments and Reading Due
Week 1 8/17/22	Introduction to Course, Review of Syllabus, Case Presentation Scheduling	Adjudication Statement (Email to Dr. Betters prior to site contact) Liability Insurance Coverage (Email to Dr. Randall prior to client contact)
Week 2 8/24/22	Group Supervision, Professionalism and Getting Started	Professional Disclosure Statement <i>Kiser Chapter 1</i>
Week 3 8/31/22	Group Supervision, Understanding Learning Styles, Guest Presentation (TBD)	<i>Kiser Chapter 4</i>
Week 4 9/7/22	Group Supervision, Guest Presentation (TBD)	<i>Yalom Chapters 1-8</i>
Week 5 9/14/22	Group Supervision	Case Presentation 1 <i>Yalom Chapters 9-17</i>
Week 6 9/21/22	Group Supervision	Case Presentation 1 Clinical Tape Review 1 & Self-Review (ALL) <i>Yalom Chapters 18-26</i>
Week 7 9/28/22	Group Supervision	Case Presentation 1 <i>Yalom Chapters 27-35</i>
Week 8 10/5/22	Group Supervision	Case Presentation 1 <i>Yalom Chapters 36-44</i>
Week 9 10/12/22	Group Supervision	Case Presentation 1 <i>Yalom Chapters 45-53</i>

Week 10 10/19/22	Group Supervision	<p>Case Presentation 2</p> <p><i>Yalom Chapters 54-62</i></p> <p>Student Midterm Evals (Faculty Supervisor & Site Supervisor)</p>
Week 11 10/26/22	Group Supervision	<p>Case Presentation 2</p> <p><i>Yalom Chapters 63-71</i></p>
Week 12 11/2/22	Group Supervision	<p>Case Presentation 2</p> <p>Clinical Tape Review 2 & Self-Review (ALL)</p> <p><i>Yalom Chapters 72-80</i></p>
Week 13 11/9/22	Group Supervision	<p>Case Presentation 2</p> <p><i>Yalom Chapters 81-85</i></p>
Week 14 11/16/22	Group Supervision	<p>Case Presentation 2</p>
Week 15 11/23/22	No Group Supervision- Thanksgiving Break	
Week 16 11/30/22	Group Supervision Termination	
Due Sunday 12/4/22 at 11:59pm	No Group Supervision	<p>Time Log Due</p> <p>Student Final Evals (Faculty Supervisor & Site Supervisor)</p> <p>Evaluation of Site Supervisor</p> <p>Evaluation of Faculty Supervisor email to Dr. Betters</p>