Western Illinois University-Quad City Campus
College of Education and Human Services
Counselor Education Department

CN 593 Q2 Counseling Practicum
(Fall, 2014)

Instructor: Leslie W. O’Ryan Ed.D., NCC, LCPC
Office: 2145, WIU-QC Complex
Telephone: WIU: (309) 762-9481, ext. 62-239
CNED: (309) 762-1876
HOME: (309) 786-0706
E-Mail: LW-O-Ryan@wiu.edu

Class Day: Monday
Class Hours: 6:45-9:15 p.m.
Meeting Room:
Riverfront campus Room 2127

Office Hours:
Monday: 1:00-4:00 pm
Tuesday: 11:00-3:00 pm
Thursday: 1:00-2:00 pm
* And by appointment

I. Course Description:
Practicum is a laboratory experience in counseling clients under close supervision. It is an opportunity to integrate theory and technique through practice in a clinical setting. Individual and group supervision are provided to increase counselor-trainee’s to apply previously gained knowledge about counseling techniques and theories to work with actual clients at a client service delivery site, while receiving continuing supervision from counseling Practicum Faculty and group supervision from classmates.

This is a required course for MS Ed. Students.
Prerequisites for the course is CN 521, CN 554, CN 549, CN 581, CN 600, a grade of A or B in CN 500 and 547

II. Rationale:
This course is designed to develop competent professionals by providing learners the opportunity to acquire further understanding by providing students with actual counseling experiences and supervision.

Practicum is a process focused, experiential learning experience. As such, it differs in many ways from courses of a didactic nature. Counselor–trainees successfully completing practicum will have the ability to define and apply counseling skills necessary for developing and maintaining constructive counseling relationships with clients. Counselor trainees successfully completing practicum will demonstrate skills in the areas of process, conceptualization, and personalization; as well as administrative/procedural. A developmental progression is expected and growth should be visible across the course of the semester.
Counseling experiences with clients will include assessment, counseling sessions, supervision sessions, and tape critiques. Supervision will come from several sources: on-site supervision from a counselor at the community agency/school where the student is working, supervision from Counseling Practicum Faculty, and group supervision from classmates. The Counseling Practicum at Western Illinois University conforms to the guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Thorough documentation of practicum work, adherence to ethical guidelines, and compliance with all course requirements is expected. While there are minimal requirements from CACREP, Practicum Faculty may have additional course requirements.

Class assignments, such as case presentations by class members, are focused on encouraging the student to examine counseling approaches from a legal and ethical perspective. Students are encouraged to reflect upon and synthesize theoretical formulations as they relate to the student’s counseling approach. This course is designed to continue the clinical sequence of coursework. Theory, research findings and professional practice are interdependent facets of a knowledge base on which counselors need to reflect to make wise decisions. As future professionals, learners will have opportunities to further develop skills in psycho-social intervention strategies designed to assist them in working with future clientele. The Department of Counselor Education at Western Illinois University is committed to preparing competent and ethical entry-level practitioners in the counseling profession.

III. Textbooks:
(Required)


Book(s) and articles will be selected for each student that specifically expands the student’s knowledge about his or her choice of theoretical orientation, counseling approach and/or strategies. These readings will be appointed by, discussed with and approved by the instructor.

WIU Field Experience Manual

(Optional/Recommended)


This class will use Western Online (https://westernonline.wiu.edu) for supplementary materials, assignments and communication. It is each student’s responsibility to make sure they know and can use their WIU ECOM, email address, and password.

Web Sites:
American Counseling Association (ACA): http://www.counseling.org
Illinois Counseling Association: www.ilcounseling.org
American School Counselor Association: www.schoolcounselor.org
American Mental Health Counseling Association: www.amhca.org
ACA Code of Ethics on the ACA website (www.counseling.org)
Key Journals: (the following list involves the primary journals of the American Counseling Association)

- Journal of Counseling & Development
- Adultspan Journal
- Counselor Education and Supervision
- Counseling and Values
- Journal of College Counseling
- Journal of Employment Counseling
- Journal of Humanistic Counseling Education and Development
- Journal of Multicultural Counseling and Development
- Measurement and Evaluation in Counseling and Development
- The Career Development Quarterly
- The Journal of Addictions & Offender Counseling

IV. Course Requirements:

Course Requirement 1. Completion of all relevant materials from the WIU Field Experience Manual. The confidentiality of all audio/videotapes and client files are to be maintained at all times. All materials must be securely stored and transported by practicum students. Videotapes and material from client files are never to be discussed or shown to anyone other than your supervisor, instructor, or in class as directed by your instructor. Do not “chat” about clients or practicum experiences in any non-practicum setting. This would include hallways, other classes, or at social gatherings. Confidentiality must be maintained, and everything that is practicum-related is considered confidential. Violations of this guideline would constitute grounds for failure of the course and possible dismissal from the program. Students are responsible for erasing all audio/video tapes at the end of the course.

Course Requirement 2. Completion of reading materials. Assigned chapters and readings must be read before class. I don’t plan to lecture. Students should be able to conduct an informed discussion of the topics from the readings. Individualized readings will be summarized weekly in the form of a brief annotation and discussed within the class or individual meetings with the instructor. Students will each lead one focused group class discussion from a chapter in the Halbur & Halbur text. All students are required to come to class prepared for the discussion.

Course Requirement 3. Full participation in class discussion and supervision experiences. Supervision is an important part of clinical training. You will receive two types of supervision. Individual supervision will occur in the form of weekly individual meetings with your university supervisor and your site supervisor. Group supervision will be conducted during your class time and will involve reviewing cases, developing conceptualization skills and higher level counseling skills which lead to intervention skills. Practicum is a highly interactive process where students learn to self-supervise,
and contribute to co-learners knowledge. Students are expected to be prepared to share information (informed participation) gained from weekly individualized readings with co-learners. Students are expected to demonstrate a positive attitude towards supervision. Inappropriate resistance to supervision will be reflected in the student’s evaluation and final grade.

**Course Requirement 4. Attendance at all class meetings, supervision sessions, and scheduled times at the site.** No absences are allowed in this class. All missed classes and supervision sessions must be made up.

**Course Requirement 5. Completion of all CACREP required hours of counseling experience as detailed in the WIU Field Experience Manual.** This policy is explained in the Field Experience Manual.

**Course Requirement 6. Video-taping Requirements.**

6a. Completion of Four videotapes of individual counseling sessions to be turned in for a grade (about 1 every other week beginning the 4th week). (Total 40 points - 10 points per tape).

Along with the tape, you must include a completed interview rating form (CIRF) (to be provided in class for the first 3 tapes and for the graded instructor tapes). Tapes reviewed with the instructor should also include a tape analysis CIRF for the first three supervision sessions. After the first three supervision sessions, the accompanying form to the CIRF will be used) (guidelines will be provided in class). I will provide you with written feedback along with a grade of 1-10.

6b. Completion of a minimum Ten videotapes of individual counseling sessions for review in individual supervision sessions with the faculty supervisor. The university supervisor must see clips from every client you are counseling. It is expected that the student will provide 2-3 videotaped clips of counseling sessions at each weekly supervision meeting with the supervisor. Additionally, students are expected to seek supervision when counseling circumstances require additional supervision. Failure to engage in appropriate clinical supervision may result in a failing grade or removal from class.

The purpose of Practicum Supervision is to build on skills throughout the semester. As a result, students are expected to integrate feedback given to them in weekly supervision. Failure to integrate instructor feedback or ignore instructor directives will result in a reduced grade. While these tapes are not graded, a student’s ability to integrate and use supervision guidance will impact the overall assessment.

6c. Completion of two videotapes of counseling sessions for class presentations (outline will be provided). These will not be graded.

6d. Completion of a minimum of two videotapes of counseling sessions for review with the site supervisor.
6e. **Completion of a Final Case Study (20 points)** The case study should be based on a recent videotape that demonstrates your ability to; effectively conceptualize your client’s issues, draw on counseling skills and techniques and apply your counseling theory to effect change for your client. The session should involve a session that the instructor has not viewed. Intake or first sessions are not permitted to be used for the final case study.

**IN SUMMARY:** A MINIMUM OF NINETEEN VIDEOTAPED COUNSELING SESSIONS IS REQUIRED FOR THE COURSE. NO TAPES CAN BE USED TO FULFILL REQUIREMENTS OF OTHER TAPES (i.e. class presentation tapes may not be used for instructor tapes).

**Course Requirement 7:** Students are expected to engage in 3-4 counseling sessions per week (minimum of 30 clock hours) and 1-2 hours as facilitator or co-facilitator of a counseling group (minimum of 15 clock hours). Guidelines are found on page 20 of the WIU Field Experience Manual.

**Course Requirement 8:** All students are required to obtain malpractice insurance prior to beginning to counsel during the practicum. Proof of student insurance will be submitted to the instructor and kept in the student’s Practicum File. You will not be allowed to see clients until you have secured malpractice insurance.

**Course Requirement 9:** Students must obtain written consent from all clients that describes the nature of the counseling relationship (as student). Parental consent must be obtained for minors. Keeping this in mind, students are to use the WIU consent form as well as other forms required by the agency.

**V. Grading**

Grading for practicum is a more subjective procedure that for most classes. Qualitative and quantitative considerations will be used in determining a student’s final grade. Dynamics such as completion of all materials in a timely manner, participation in the supervision process, willingness to learn and grow, openness to supervision, and increased awareness of self will be factored into the final grade. A final assessment by the practicum student’s site supervisor also included in the final assessment. Change should be demonstrated in at least 3 clients during the semester.

Supervision and assessment will also include:

1. Your **therapeutic relationship competencies** which are the abilities to establish and maintain a therapeutic relationship;
2. Your **conceptual competencies** which are the abilities to assess client issues and to observe counseling relationship dynamics;
3. Your **theory integration competencies** which are the abilities to integrate observations with theory resulting in appropriate interventions and decisions about treatment goals;
4. Your **supervisee competencies** which are the abilities to engage in a collaborative relationship with peers/supervisors and demonstrate a non-defensive posture toward feedback and evaluation;
5. Your **general case management competencies** which are the abilities to fulfill practicum responsibilities and coordinate a caseload; and,
6. Your **ethical competencies** which are the abilities to engage in professional behaviors, responsible decision making and a professional presentation of self.
Evaluation will be an ongoing and continuous process. In instances where a student has not demonstrated satisfactory growth and skill in the above competencies, additional counseling-related work may be required.

It is important to remember that all aspects of a students’ performance is evaluated. Thus, administrative, clinical, ethical and professional skills are all necessary elements in a professional counselors practice. Among these possibilities, the student may need to fulfill additional supervised counseling hours.

In addition to satisfying the prior criteria, the following point system will be used as a part of the grading process:

<table>
<thead>
<tr>
<th>Methods of Assessment</th>
<th>Total Points: 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videotaped Sessions (10 points per tape)</td>
<td>40 points</td>
</tr>
<tr>
<td>Final Case Study</td>
<td>20 points</td>
</tr>
<tr>
<td>Total Points = 60 points</td>
<td></td>
</tr>
</tbody>
</table>

Course requirements met in a satisfactory manner will result in a grade of A or B. The university instructor is responsible for determining the student’s final grade. A grade of A or B is required to qualify for CN 597 Counseling Internship. A grade of C means the practicum class must be repeated.

The following are but a few examples of skills in each of the target areas mentioned above:

*Process skills:* Open an interview smoothly; assist clients to say what is on their minds; use nonverbal communications to enhance verbal communication; provide accurate reflections, probes, restatements, summaries, etc.; understand what the clients is saying and feeling and express that understanding in the form of advance empathy to the client; effectively close a session, etc.

*Conceptualization skills:* Identify and articulate themes in the client’s communication; recognize appropriate and inappropriate goals for the client; choose strategies that are appropriate to the client’s expressed goals; recognize improvement/change in the client according to the theoretical orientation utilized, etc.

*Personalization skills:* Assume appropriate authority in the counseling relationship and take responsibility when specialized knowledge and skill are required; hear challenges from clients and/or feedback from supervisors without becoming overly defensive; appropriately challenge clients with immediacy statements; be aware of one’s own feelings, values, and attitudes, as well as those of the clients; to be respectful of clients, etc.

A Description of Levels of Skill Development During Practicum
The following are descriptions of levels of skill development considered commensurate with clinical grades of A or B.

I. Optimal level of skill development (GRADE of A)
1. Demonstration of skill mastery during the majority of counseling sessions.
2. Demonstration of consistently effective interactive communication skills with clients.
3. Incorporation of skills with client needs on a consistent basis.
4. Ability to establish consistently a facilitative therapeutic relationship with a wide variety of clients.
5. Demonstration of ability to conceptualize effectively client dynamic; to identify themes; and to identify patterns in client affect cognition and behavior.
6. Ability to select and implement strategies consistently with clients that meet the needs of clients.
7. Ability to risk “self” with clients without losing “self” or the professional working alliance of the relationship.
8. Consistent demonstration of establishing appropriate boundaries with clients.
9. Consistent ability to establish productive and growth-promoting working alliances with supervisors and clients.
10. Consistent demonstration of the ability to utilize feedback from supervision to enhance effectiveness in subsequent counseling sessions.
11. Work with the client to establish realistic, achievable goals, intervening appropriately to promote their attainment.
13. Develop individualized treatment plans consistent with client goals and one’s emerging theory of counseling.
14. Demonstration of the ability to use professional literature to enhance and facilitate one’s professional growth and one’s ability to assist clients.
15. Demonstration of the ability to conceptualize counseling related issues and act in accordance with professional and ethical guidelines.
17. Apply crisis management skills, under supervision, in a timely, ethical manner.

II. Satisfactory level of skill development (GRADE of B)
1. Demonstration of satisfactory helping, interviewing, and counseling skill performance during the majority of counseling sessions.
2. Demonstration of effective interactive communication skills with clients.
3. Frequent incorporation of skills with client needs.
4. Ability to establish a facilitative therapeutic relationship.
5. Ability to conceptualize some client dynamics and to identify the more obvious themes and patterns in the client’s life.
6. Consistent ability to generate empathy for others.
7. Ability to establish a cooperative working alliance with supervisors and clients.
8. Ability to utilize feedback from supervision and to apply it in subsequent counseling sessions.
9. Ability to set goals with clients and to establish strategies which meet client needs.
10. Ability to establish appropriate boundaries with clients.
11. Work with the client to establish realistic, achievable goals.
12. Articulate a basic understanding of a theoretical orientation and begin to integrate it into practice.
13. Develop a treatment plan that is consistent with the client goals.
14. Identify professional literature relevant to client and professional concerns.
15. Consistent ability to act in accordance with professional and ethical guidelines.
16. Satisfactory and timely completion of administrative/procedural activities and tasks.
17. Identify potential and actual crisis situations and engage appropriated supervisory/clinical resources in a timely and ethical manner.
18. Partial completion of required reading weekly readings. A student does not have his or her readings completed and is unable to contribute to the learning environment.

VI. Instructional Methods and Activities:
A. Clinical Experiences (e.g., Student Demonstrations or Presentations; Guided Discovery; Role Play; Lab Exercises)
   Approximately 10% to 15% of the time will be spent in these activities.

B. Field Experiences (e.g., Case Studies; Case Review, In vivo Supervision etc.)
   Approximately 90% to 95% of the time will be spent in these activities.

VII. Class Policies:
A. Attendance and Participation
Because of the nature of the clinical sequence of course work, Practicum Class is a core class that requires attendance, active and informed participation. As a result, attendance at all classes and all supervision sessions is mandatory. Students are expected to attend all classes and supervision sessions, except in cases of illness or other serious emergencies. Students are responsible for all work and missed work or supervision appointments must be made up. Any missed individual or group supervision hours must be made up prior to the end of the course. All
requirements must be met by the end of the semester in order for students to advance to Internship.

B.) Late Assignments:
All work must be completed and turned in by the due date. Work turned in late will be reduced by at least one letter grade, more than one letter grade if not handed in at the next class. No extra credit work will be assigned. The WEB address for WIU Student Rights and Responsibilities is: [www.wiu.edu/provost/student](http://www.wiu.edu/provost/student)

C.) Writing Assignments:
Learners are expected to satisfactorily complete all course requirements. Assignments must be turned in by the date listed in the syllabus. Written assignments will follow the general guidelines for written English and will comply with APA style. **If problems with writing or communication style interfere with effective communication of your ideas, points will be reduced from the final paper or project grade.** Students may consult the following reference:


D. Cheating and Plagiarism
Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Please refer to the complete policy online at: [http://www.wiu.edu/policies/](http://www.wiu.edu/policies/) for information on penalties for academic dishonesty and the University’s appeal procedure for students charged with academic dishonesty.

Any assignment that is determined to have been plagiarized or in which the student has used work other than their own will receive zero credit with no chance of revisions. Plagiarism and cheating can be grounds for immediate removal from the course, the Counselor Ed. Department and/or the University.

E. Ethical Behavior Statement
All students are expected to adhere to the ethical standards of the American Counseling Association. Most notably for this course is the ethical guideline of maintaining confidentiality. Please review the ACA Code of Ethics for a complete description. Violations of any ethical standards are grounds for immediate removal from the course and/or the WIU Department of Counselor Education.

F. Other course policies
All cellular phones, pagers and other such devices need to be turned off and out of sight during class time. Computers must be set to word processing and screens must be visible to the instructor at all time. Accepting calls, e-mails, pages, text messages and/or instant messages during class time is
unprofessional and inappropriate. *Inappropriate use of technology will result in reduced points for the course.* If there is an emergency situation, which necessitates leaving on a cellular phone or other communication device, speak with the instructor.

**G. Faculty and Student Program Responsibilities**

**Statement of Expectations**
The Department of Counselor Education is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in their program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility, and be able to express feelings effectively and appropriately. Any student deemed by their instructor, supervisor, or other Departmental Personnel to be exhibiting inappropriate, disruptive, or offensive behavior during class or on field placement, holding side conversations, or exhibiting attitudes inconsistent with that of a counseling professional may be dismissed immediately from class and/or their field placement and may not return until remediation has been completed.

For further information student’s rights and responsibilities please refer to the following website: [http://www.wiu.edu/provost/student](http://www.wiu.edu/provost/student)

**F. Special Needs and Student Disability**

“In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.”

**H. Inclement Weather Procedure:**

*No announcement will be made when WIU - Quad Cities (WIUQC) campus remains open*

*Announcement for total WIUQC campus closure will be made to major television and radio media including: WHBF TV4, KWQC TV6, and WQAD TV8.*


**Decision timeline for total WIUQC campus closure**

*7:00 a.m. decision for all WIUQC courses meeting prior to 4:30 p.m.*

*2:00 p.m. decision for all WIUQC courses meeting after 4:30 p.m.*

*Students may call WIUQC main phone line at 309/762-9481 to inquire about individual class
cancellations. Receptionists will maintain an updated list of individual class cancellations and report cancellations as they become available.

### VIII. Tentative Course Schedule: (Note: Subject to Change at Instructor Notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Basics of Practicum</td>
<td>Syllabus/course Requirements</td>
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<tr>
<td></td>
<td>Course Overview/Organizational Matters/Case Conceptualization</td>
<td>Review Field Experience Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish Individual Supervision Schedule</td>
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<tr>
<td></td>
<td></td>
<td>Schedule Case Presentations</td>
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<tr>
<td>Sept. 1</td>
<td>Labor Day-No Class</td>
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<tr>
<td>Sept. 8</td>
<td>Integrating Theoretical Orientation</td>
<td>Halbur &amp; Halbur: Chapter 1</td>
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<tr>
<td></td>
<td>Intake/Assessment/Conceptualization</td>
<td>Student:_______________________</td>
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<tr>
<td></td>
<td>Counseling Lab</td>
<td>Intake Eval &amp; Mental Status Assessment</td>
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<td>Ivey &amp; Ivey Articles (Desire2Learn)</td>
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<tr>
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<td>Alumni Panel</td>
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<tr>
<td>Sept. 15</td>
<td>Goals/Intervention &amp; Treatment Plans</td>
<td>Halbur &amp; Halbur: Chapter 2</td>
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<tr>
<td></td>
<td>Circular/Strategic/Reflexive Questions</td>
<td>Student:___________________________</td>
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<tr>
<td></td>
<td>Counseling Lab</td>
<td>Treatment Plans</td>
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<td>Goal Setting</td>
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<td></td>
<td></td>
<td>Counseling Lab</td>
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<td></td>
<td></td>
<td>Halbur &amp; Halbur Chapter 3</td>
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<td></td>
<td></td>
<td>Student:___________________________</td>
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<tr>
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<td></td>
<td>Individualized Assigned Readings</td>
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<tr>
<td>Sept. 22</td>
<td>Case Presentation</td>
<td>Halbur &amp; Halbur: Chapter 4</td>
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<td>1. __________________________</td>
<td>Student:___________________________</td>
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<td>Individualized Assigned Reading</td>
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<tr>
<td></td>
<td>Termination</td>
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<tr>
<td>Sept. 29</td>
<td></td>
<td>Halbur &amp; Halbur: Chapter 5</td>
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<tr>
<td></td>
<td></td>
<td>Student:___________________________</td>
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<tr>
<td></td>
<td></td>
<td>Individualized Assigned Reading</td>
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<tr>
<td>Oct. 6</td>
<td>Case Presentation</td>
<td>Tape 1 Due/Group 1</td>
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<td>1. __________________________</td>
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<td></td>
<td></td>
<td>Homework</td>
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<tr>
<td>Oct. 13</td>
<td>Fall Break</td>
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<tr>
<td>Oct. 20</td>
<td>Case Presentation</td>
<td>Individualized Assigned Reading</td>
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<td></td>
<td>1. __________________________</td>
<td>Tape 2 Due/Group 1 &amp; 2</td>
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<tr>
<td>Oct. 27</td>
<td>Case Presentation</td>
<td>Individualized Assigned Reading Tape 3 Due/Group 1</td>
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<td>1. ________________________________</td>
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<tr>
<td>Nov. 3</td>
<td>Case Presentation</td>
<td>Individualized Assigned Reading Tape 3 Due/Group2</td>
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<td></td>
<td>1. ________________________________</td>
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<tr>
<td>Nov. 10</td>
<td>Case Presentation</td>
<td>Individualized Assigned Reading Tape 4 Due/Group 1</td>
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<td>1. ________________________________</td>
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<tr>
<td>Nov. 17</td>
<td>Case Presentation</td>
<td>Individualized Assigned Reading Tape 4 Due/Group 2</td>
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<td>1. ________________________________</td>
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<tr>
<td>Nov. 24-28</td>
<td><em>Happy Thanksgiving</em></td>
<td><em>No Class</em></td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Case Presentations</td>
<td>Individualized Assigned Reading Final Tape Due/Group 1 and 2</td>
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<tr>
<td></td>
<td>1. ________________________________</td>
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<tr>
<td>Dec. 8</td>
<td>Case Presentations (as needed)</td>
<td>Completed Logs Due Completed Evaluations Due</td>
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<td>1. ________________________________</td>
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<tr>
<td>Dec. 15</td>
<td>Wrap Up</td>
<td></td>
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</tbody>
</table>

**IV. Course Objectives/Outcomes-Standard-Assessment:**

<table>
<thead>
<tr>
<th><strong>Objectives/Outcomes</strong></th>
<th><strong>Standards</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE: Studies that provide an understanding of all the following aspects of professional functioning: d. Self-care strategies appropriate for the</td>
<td>CACREP #1 d, e</td>
<td>a. Progress notes and treatment plans b. Individual and group supervision c. Classroom exercises</td>
</tr>
</tbody>
</table>
Knowledge and Skill Requirements for Clinical Mental Health Counseling Programs

B.) Foundations, Skills, and Practices
   1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
   2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

D.) Counseling, Prevention, and Intervention Skills and Practices
   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.
   3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
   4. Applies effective strategies to promote client understanding and access to a variety of community resources.
   5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
   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.
   8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders
   9. Demonstrates the ability to recognize his or her limitations as a clinical mental health counselor and to seek supervision to refer clients when appropriate.

F.) Diversity and Advocacy Skills and Practices

| CACREP #B, 1-2; D 1-9; F, 1 & 3; H 1-4; J, 1; L, 1-2 (Clinical Mental Health Counseling) |
| a. Progress notes and treatment plans |
| b. Individual and group supervision |
| c. Videotape evaluations |
| d. Classroom exercises |
| e. |

- Progress notes and treatment plans
- Individual and group supervision
- Videotape evaluations
- Classroom exercises
- Other activities
1. Maintains information regarding community resources to make appropriate referrals.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

H. Assessment Skills and Practices
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
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. Screen for addiction, aggression, and 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.

J. Research Evaluation Skills and Practices
1. Applies relevant research findings to inform the practice of clinical mental health counseling.

L. Diagnosis Skills and Practices
1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional disorders.
2. Is able to conceptualize an accurate multiaxial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

6.) **Performance Indicators: The competent school counselor:** Implements appropriate techniques for and interventions to assist students and their families facing crisis situations.

| ISBE #5C       | a. Progress notes and treatment plans | b. Individual and group supervision | c. Videotape evaluations | d. Classroom exercises |
| 7.) Performance Indicators: The competent school counselor: Involves appropriate school and community professionals as well as the family in a crisis situation. | ISBE #5E | a. Individual and group supervision  
b. Videotape Evaluations |
|---|---|---|
| 8.) Performance Indicators: The competent school counselor: Intervenes appropriately and ethically with students who may be suicidal or homicidal. | IBSE #5F | a. Risk Assessment  
b. Classroom discussion  
c. Review of ACA code of ethics |
| 9.) Performance Indicators: The competent school counselor:  
e. Chooses and utilizes appropriate counseling techniques for individual students.  
f. Assists students in clarifying problems, considering causes, and identifying alternative solutions and possible consequences so that appropriate action can be taken.  
g. Counsels students on personal and social issues and facilitates development of long and short-term goals.  
h. Addresses a variety of students’ developmental problems.  
i. Makes referrals to appropriate professionals when necessary.  
j. Provides activities to meet the immediate needs of students that may be identified by students, parents, teachers, or other referrals. | ISBE #6 E-J | a. Progress notes and treatment plans  
b. Individual and group supervision  
c. Classroom exercises |
| 10.) Performance Indicators: The competent school counselor:  
d. Utilizes group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of effectiveness.  
e. Implements various approaches used for other types of group work, including task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups, which will infuse the counseling curriculum.  
f. Practices professional standards for group work as advocated by the national and State professional counseling organizations. | ISBE #7 D-F | a. Progress notes and treatment plans  
b. Individual and group supervision  
c. Videotape evaluations |
| 11.) Knowledge indicators- The competent school counselor: Understands the limits of his or her ability and training and is aware of referral resources. | ISBE #19 C | a. Progress notes and treatment plans  
b. Individual and group supervision  
c. Videotape evaluations |
| 12.) Performance Indicators: The competent school counselor:  
g. Uses established counseling theory in the counseling process and apply it to the | ISBE #19 G-K | a. Progress notes and treatment plans  
b. Individual and group supervision |
developmental needs of the client.

h. Exhibits flexibility in adapting counseling technique to client diversity.
   i. Makes necessary and appropriate referrals.
   j. Demonstrates skills in developing therapeutic relationships, goal-setting, intervention strategies, and evaluation of counseling outcomes with clients.
   k. Demonstrates appropriate skills in working with parents.

| 13.) Performance Indicators: The competent school counselor: |
|---------------------------------|------------------|
| m. Creates long-term and short-term intervention plans. |
| n. Applies appropriate diagnoses and case conceptualization skills to clients. |
| ISBE #19 M-N |
| a. Progress notes and treatment plans |
| b. Individual and group supervision |
| c. Videotape evaluations |

| 14.) Performance Indicators: The competent school counselor: |
|---------------------------------|------------------|
| e. Demonstrates commitment to the values and ethics of the school counseling profession. |
| f. Adheres to ACA and ASCA professional standards and codes of ethics as a guide to ethical decision-making. |
| g. Maintains adequate safeguards for the privacy and confidentiality of information. |
| h. Informs students of their ethical rights and the limitations of the counseling relationship and confidentiality. |
| i. Follows State and federal laws, including the School Code, the Mental Health Code, and the Family Educational Rights and Privacy Act. |
| ISBE #21 E-I |
| a. Progress notes and treatment plans |
| b. Individual and group supervision |
| c. Videotape evaluations |

| 15.) Knowledge Indicator- The competent school counselor: |
|---------------------------------|------------------|
| a. Understands counseling practice through interaction with individuals and groups. |
| ISBE #22 A |
| a. Progress notes and treatment plans |
| b. Individual and group supervision |
| c. Videotape evaluations |

| 16.) Performance Indicator- The competent school counselor: |
|---------------------------------|------------------|
| b. Demonstrates the ability to develop individual and group counseling relationships with a school-aged population. |
| c. Meets the standards regarding the helping relationship, individual counseling, and group counseling set forth in Standards 6, 7 and 19 of ISBE |
| ISBE #22 B-C |
| a. Progress notes and treatment plans |
| b. Individual and group supervision |
| c. Videotape evaluations |

IX. References:


