

**Course Number**      PC6401 Practicum II  
**Times**                  Saturday, 1/27, 2/24, 3/24, 4/28    1:30 – 5:00 PM

**Instructor & Contact Info**

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Office Hours: By Appointment

**Required Reading**

Sweitzer, H. Frederick & King, Mary A. (2004). *The Successful Internship*, (Second Edition), Brooks/Cole - Thomson Learning, ISBN # 0534558798.

Counseling Competency Exam Handbook (2006-2007), Master of Arts in Counseling Psychology Program, Argosy University, SFBA, *To be distributed by the Instructor.*

**Course Description**

Each practicum provides a supervised one-semester therapy training experience in an approved counseling site. The course assists students in preparing for their Master of Arts Counseling Competency Exam (MACCE).

**Pre-requisite Knowledge**

This is a second year course and is required of all students in the MA in Counseling Psychology program. **Students enrolled in this class must have successfully completed all 9 classes offered in the first year of the program, and either be concurrently enrolled in second-year classes or have completed second year classes.** Each student must have an approved Practicum Contract on file. Each student is expected to have basic writing skills and a familiarity with APA style of writing. Each student is expected to exhibit the emotional maturity required for practicum and be able to participate in self-reflection and self-evaluation.

**Course Objectives**

As a result of this course, students will demonstrate the following:

1. Ability to successfully apply counseling skills in "real" face-to-face situations with.
2. Ability to accept and benefit from supervision.
3. Ability to evaluate one's own counseling skills and the skill of peers under supervision.
4. Ability to assess client needs and form a diagnosis based on available information, and to describe the information needed for a differential diagnosis.

5. Ability to recognize his/her own biases which may affect clinical practice, and to minimize possible negative impact of her/his biases on the client.
6. Ability to distinguish human diversity from psychopathology, and to critically evaluate his/her own reactions to various human diversities (e.g. age, gender, race, culture, etc.).
7. Ability to judge when ethical and/or legal issues are present in a clinical case, and to employ high ethical standards in all client contacts.
8. Ability to use empathy, integrity, sensitivity, and compassion in his/her counseling practice by interacting with clients and peers in a manner congruent with these goals.
9. Ability to apply a theoretical orientation to one's clinical work with a client, and implement treatment strategies from a specific theoretical orientation to clinical caseload.

### **Methods of Instruction**

Students are required to complete a minimum of 175 hours of on-site training per semester in an approved practicum site, with 60 of those hours being direct work with clients. Students work at approved agencies 12-20 hours/week, each week of the semester. Students are concurrently enrolled in a seminar which meets monthly. Seminars include student case presentations; instructor consultations & demonstrations; and class discussions. While you will receive feedback on your assignments, the purpose of the seminar is to provide an environment for you to learn from each other as well as from the instructor and to deepen your process as a clinician.

### **Content Areas**

The principal goal of the practicum is to provide an opportunity for integration and practice of counseling psychology theories, methods and techniques in a professional counseling setting. The course will emphasize exploring your personal reactions to your clinical experiences and gaining a fuller understanding of transference and countertransference issues. Other topics include assessment and diagnosis, treatment planning, case formulation using a theoretical model, case presentation, writing clinical reports, current standards of practice, and specific ethical, legal, professional and clinical issues related to your unique clinical setting and population. Students will be exposed to therapeutic work with children, adolescents, adults and older adults. Issues related to gender, ethnicity and sexual orientation will also be addressed.

### **Schedule**

<b>Class</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
1/27	Breaking Through Barriers	Sweitzer & King, Chap 11	Journal Reflections Due 1 week before class
2/24	The Competence Stage <i>MACCE Presentations</i>	Chap. 12 MACCE Handbook	Journal Reflections Due 1 week before class
3/24	Professional Issues <i>MACCE Presentations</i>	Chap. 13	Journal Reflections Due 1 week before class

4/28

Traveling the Last Mile  
MACCE Presentations

Chap. 14

Journal Reflections  
Due 1 week before class**Grades**

This course is a *Credit/No Credit* course. Most of the evaluation for this course will be qualitative in nature. Grades are based 60% on performance at your practicum site and 40% on performance in practicum seminar. Specifically, participation in seminar, effort demonstrated on assignments, and timeliness of assignments are evaluated by Seminar university instructors based on the criteria listed below. Grades of A or B on each assignment will receive Credit. Grades below B will not receive credit. Site Supervisor Evaluations and Number of Hours Completed are the primary measures for practicum site performance. A student will receive *No Credit* for site supervisor evaluations which consistently rate a student below average, or identify serious concerns regarding student performance; and for recorded hours below the required minimum indicated in the Practicum Handbook.

**Student Performance Criteria and Evaluation****I. Class Participation:**

- **Attendance.** Due to the participatory nature of this seminar, students are not allowed to miss seminar sessions except for emergency reasons. Students are expected to be responsible and professional about being prompt. **Attendance is mandatory during all periods that trainees are in placements.**
- **Reading & Discussion.** Read the assigned chapters per class session. This book was selected to assist in your growth and development as a counselor. Topics will be discussed in class, so you will be expected to have reflected upon the content and applied it to yourself and your situation.
- **Reflection Journaling.** Prior to each class you should turn into your instructor at least 2 typed pages of reflections on your practicum experience for the previous month. While the form of the journaling is unstructured, you are expected to reflect upon on how your practicum experience is influencing your growth in knowledge, skills, personal growth and career development. If you do not know what to write about, the suggestions on pages 11-12 of your book under “Unstructured Journals” might be starting points for reflection. Journals will be shared only with the instructor. Reflections are due *by email* to instructor one week before the date the class meets according to the schedule above.

- II. MACCE Presentation.** Each student will present 1 case presentation orally, with a tape, transcript and written case summary for the instructor following the MACCE guidelines. ***If you plan to complete the requirements for Practicum in Practicum II, your MACCE presentation this semester is your official MACCE, and must be completed on a new client from the one you completed last semester.***

Case Presentations must include:

Identifying Information, Relevant Behavioral Observations, Presenting Complaints  
Precipitating Factors and History of the Problem, Relevant Psychosocial History  
Theoretical Orientation, Case Formulation, DSM-IV Diagnosis, Treatment Plan  
Course of Therapy & Client Response, Self-Critique: Transference/Countertransference

- *See MACCE Handbook for required details.*
- Written case presentations are **due by email to instructor 2 weeks before oral case presentation date.**
- A Sample Case Presentation is in the MACCE Handbook. Others may be provided in class.

**III. Hours Logs.** Written documentation of practicum hours must be maintained weekly for review at any point in the semester, and for reporting on semester evaluations.

### Class Participation Evaluation Criteria

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

Note: Member goals include timely submission assignments, providing feedback to fellow students, and completed exercises from readings.

### **Criteria for Onsite Class Participation**

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
D = 60 – 69	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics
F = <60	Student did not participate in class discussions

### **Criteria for Class Presentation**

Grade	
A = 90+	Presentation is well organized and provides <b>excellent</b> coverage of the topic area; informative handouts provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides <b>good</b> coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
D = 60 – 69	Presentation is <b>disorganized</b> and does not provide adequate coverage of the topic area
F = <60	Presentation was <b>not completed</b> by student

### **Criteria for Paper**

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides <b>excellent</b> coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is only <b>adequate</b>
C = 70 – 79	Insufficient number of references provided AND <b>limited</b> coverage
D = 60 – 69	Paper is disorganized AND coverage is not adequate AND does not conform to APA format
F = <60	Evidence of <b>plagiarism</b> OR paper not submitted

### **Academic Dishonesty/Plagiarism**

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly

references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **ADA Policy**

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

**Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction. Any adjustment to the syllabus will be clearly delineated in the Outline and available for download prior to registration and on the first day of class.**

