

Course Title Practicum III & Seminar

Course Number PC6402

Section & Times Saturdays**, 9/23, 10/21, 11/18, 12/16 9am-12:30 pm
**Please note change in time of class!

Instructor & Contact Info

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Office hours: By appointment

Required Reading

Counseling Competency Exam Handbook (2005-2006), Master of Arts in Counseling Psychology Program, Argosy University, SFBA.

Baird, B.N. (2004). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions* (4th Edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0131181165

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).

Practicum III is the final semester of practicum for those students who have not completed their contracts, OR have not successfully completed the MACCE. Other than completion of the MACCE, the principle focus of this practicum is to provide a forum for discussion of finishing the practicum, closing cases, endings and career development.

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 completed Practicum I and II, and be concurrently enrolled in or have completed second year of 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.
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 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. Issues related to gender, ethnicity and sexual orientation will also be addressed.

Schedule

Class	Topics	Readings	Assignment
9/23	Closing Cases Finishing Practicum <i>MACCE Presentations</i>	Baird, Chap 10 & 11	Reflection Journal
10/21	Frustrations, Lessons Discoveries & Joy <i>MACCE Presentations</i>	Baird, Chap 12	Reflection Journal
11/18	Career Development <i>MACCE Presentations</i>	BBS Website	Reflections on Ending
12/16	Exit Interviews – Class will not meet in lieu of your scheduling an Exit Interview with the Practicum Training Director during the month of December.		

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

Attendance. Due to the participatory nature of this seminar, students are not allowed to miss seminar sessions except when arranged prior to the class and for appropriately determined reasons. It is assumed that students will be responsible and professional about being prompt. **Attendance is mandatory during all periods that trainees are under contract.**

Class Participation Evaluation Criteria

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
Personal goals	Pursues goals with high	Pursues goals actively and	Pursues goals with low	Fails to set goals.

	energy and assertion.	with some assertion.	energy and mostly with prompting from others.	
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 >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
D = 60 – 69	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics
F = <60	Student did not participate in class discussions

II. Reading & Assignments. Read the assigned chapters per class session, and complete the reflection journal. Typed responses due by email to instructor by the date the class meets according to the schedule above.

III. MACCE Presentation. Students who have not successfully completed their MACCE will do so in this practicum. Each student will present a full MACCE Case Presentation, tape and paper. *See MACCE Handbook for required details.* Case Presentations should include:

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

Written case presentations are **due by email to instructor 2 weeks before oral case presentation date.**

Criteria for Class Presentation

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

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent 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 adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
D = 60 – 69	Paper is disorganized AND coverage is not adequate AND does not conform to APA format

F = <60

Evidence of **plagiarism** OR paper not submitted

IV. 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.

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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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), 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.