

PSY 640: Practicum in Counseling Psychology
University of Hawaii at Hilo
3 credits

Course Overview:

Practicum is an advanced course designed to facilitate the student's integration of theory and practice in the therapeutic context. This course must be taken concurrently with PSY 640F (Practicum Fieldwork in Counseling Psychology) and the three credits earned in this course is for the in-class supervision of the mental health counseling experience gained at a Program-approved field placement. Through direct client contact at a Program-approved field placement, students will develop a sound conceptualization of client issues and counseling process, mastery of skills, understanding of the role and function of professional counselors, and awareness of ethical and professional behavior. Issues related to counseling individuals from various cultural groups also will be a main area of focus. Evaluation of student trainees, supervisors, and training sites is another essential component to the experiential training sequence. Practicum functions as an orientation to working in a mental health setting and precedes Internship training.

Student Learning Outcomes:

1. Conceptualize client concerns using individual, cultural, and developmental understanding.
2. Gain competence in identifying an appropriate diagnosis of client issues based on the DSM-5.
3. Identify and define treatment goals.
4. Select and employ techniques designed to facilitate movement toward treatment goals as well as applying, evaluating, and altering these strategies as needed.
5. Evaluate counseling outcomes, level of goal attainment, and perceived therapeutic effectiveness.
6. Practice in a culturally competent manner.
7. Effectively negotiate the initial, middle, and termination stages of the therapeutic encounter.
8. Increase understanding of the professional counselor's role and function.
9. Increase understanding and appreciation for the role that diversity holds in working with all individuals.
10. Practice according to the ethical standards for professional behavior of the ACA and APA.

Required Readings:

- Baird, B. N. & Mollen, D. (2019). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions (8th Edition)*. New York: Routledge. ISBN: 978-1138371255
- Mumma, G. H., Marshall, A. J., & Mauer, C. (2018). Person-specific validation and testing of functional relations in cognitive-behavioural case formulation: Guidelines and options. *Clinical psychology & psychotherapy*, 25(5), 672-691. Available on Lulima.
- Online Training Videos accessed on www.learn.practicewise.com (must first register at www.practicewise.com) – will discuss how to obtain these videos in class: Session Planner, Connect-Cultivate-Consolidate Progression, Focus-Interference Framework, Embracing Diversity

Course Assignments:

1. Learning goals and goals evaluation (100pts): At the beginning of the semester students will identify at least three learning goals for the semester and will identify how they aim to monitor progress toward these goals. This should be at least one single-spaced typed page and will be worth 50pts. Students will have an opportunity to revise their goals paper, which will be due one week after receiving written feedback. At the end of the semester students will reflect on their progress toward their goals and will submit an evaluation of this progress. This will also be at least one single-spaced typed page and will be worth 50pts. Students must submit their initial goal setting at the beginning of the semester to be eligible to submit the goal evaluation at the end of the semester so it is important to submit the goal setting assignment on time.

2. Case presentations and conceptualization reports (600pts): Students will conduct two 30-45-minute presentations on their work with their clients (300pts each). Students will prepare and distribute a comprehensive case report containing the following items: client demographic information, description of the presenting problem, relevant background and historical information, behavioral observations, assessment information (if any), past and current diagnosis, conceptualization of the client’s presenting issue(s), treatment plan (short- and long-term goals), review of work to date with the client (hopefully reflecting the treatment plan). Please also indicate whether there are any clinical concerns (e.g., ethical concerns, cultural issues, treatment selection or application) for discussion. Students will have an opportunity to revise the conceptualization report, which will be due one week after receiving written feedback. Because the schedule will be very tight, students must make every attempt to be fully prepared for their presentation on the scheduled day. If an unexpected event prevents the student from presenting, the student should attempt to coordinate with classmates to switch presentation dates. If this is not feasible then the grade on the presentation will be dropped by at least two letter grades. See the grading rubric below for guidance on how points will be distributed for this assignment:

<p>Written Case Report (150 pts):</p> <ul style="list-style-type: none"> • Demographic information, presenting problem, developmental, social and other relevant history (20 pts) • Behavioral observations, assessment information (if any) (20 pts) • Diagnostic formulation, past and current diagnosis (if any) (20 pts) • Conceptualization of the client’s presenting issue (clinical, cultural, and treatment formulation) (30 pts) • Treatment plan (short- and long-term goals) and review of work with the client (20 pts) • Clinical concerns (e.g., ethical concerns, cultural issues, treatment selection or application) (20 pts) • Writing quality (grammar, professional style, organization, clarity) (20 pts)
<p>Presentation and Discussion of Clinical Issues (100 pts):</p> <ul style="list-style-type: none"> • Thoroughly describes case background information (20 pts) • Thoroughly and clearly describes assessment procedures, measures, and interpretation of findings (20 pts) • Demonstrates clear understanding of case conceptualization, considers multiple factors leading to client’s presenting problem (20 pts) • Treatment plan and recommendations clearly stem from case conceptualization and include evidence-based practices (20 pts) • Identifies key clinical/ethical concerns (20 pts)
<p>Style and Openness to Feedback (50 pts):</p> <ul style="list-style-type: none"> • Professional in discussing case • Conscientious of client confidentiality • Seeks feedback/receives feedback well

3. Discussion of client issues/Participation (300pts): The majority of the class time will be devoted to discussing client and agency issues. As such prompt attendance at every class is expected. The goal is to provide opportunities for students to express any concerns they have in their counseling work as well as positive experiences at their sites. Additional course time will be set aside to discuss topics from the Baird text regarding professional issues related to the practicum experience. It is expected that students remain on top of the weekly course reading so that they can actively participate in class discussions and exercises. If students must miss a class due to an emergency, they should provide documentation for this emergency. If there is more than one missed class due to a documented emergency, students must complete extra work to make-up the missed class time (e.g., write a paper summarizing the reading for the week). Unexcused absences will result in not receiving participation points for that class.

Additional Course Responsibilities and Activities:

1. **Confidentiality:** As we will be discussing materials that are confidential in nature, students are expected to adhere to the fullest extent the standards of confidentiality of professional counseling. When describing their clients, students must avoid using any identifying information (e.g., actual name).
2. **Check-in at the beginning of each meeting:** In addition to expressing their readiness to participate in class, students are asked to identify any issues that may require additional discussion time (e.g., crisis situation with client). This will ensure that enough time is set aside to meet each student's supervision needs.
3. **Topical discussions:** As time allows during each meeting, the instructor will introduce topics relevant to counseling for discussion during class.

Grading: Your grade will be determined based on the following:

Assignment	Points
Goal Setting	50
Case Conceptualization Report & Presentations (300 x 2)	600
Case Discussion/Participation	300
Evaluation of Goal Achievement	50

Grade	A	B	C	D	F
Points	900-1000	800-899	700-799	600-699	<600

Promoting an Effective Learning Environment: To promote an effective teaching and learning environment for you, your classmates, and your instructor, please (a) turn off cell-phones unless you have a very good reason for leaving them on, (b) do not surf the Internet, send text messages, or check your email/social media during class, and (c) do not carry on private conversations with classmates during lectures or group discussions.

In addition, out of respect for your other classmates and your instructor, please arrive to class on-time. If you are unable to attend class for a documented emergency (e.g., hospital visit), please notify me as soon as possible and provide documentation upon return to class. There will be no make-up presentations for unexcused absences. Students having more than one unexcused absence will be dropped from the course and will receive either a W or an F for the course.

Academic Integrity: Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that someone else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination. Should I have reason to suspect that academic dishonesty has occurred; I will conduct a thorough investigation and/or may refer the matter to the Dean's Office for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the Counseling Psychology Program and/or University. Such consequences could negatively affect your candidacy for graduate/professional programs and future jobs.

Professional Conduct: At my discretion and the discretion of the Director of the Counseling Psychology Program, a student who commits one or more serious professional or ethical mistakes, omissions, or violations may be removed from the course and may receive a W or F for the course. In addition, depending on the seriousness of the mistake, omission, or violation, the student may also face expulsion from the Counseling Psychology Program.

Support for Students: Please click on this link to download a document describing additional supports available to UHH students: <http://go.hawaii.edu/zAf>

**PSY 640: Practicum in Counseling Psychology
Course Schedule**

Week	Discussion Topic/Case Presentation	Reading/Video Assignment	Assignment Due by 11:55pm
1	Introduction & Course Overview	Baird & Mollen Ch. 2 & 3	Liability Insurance Documentation
2	Goal Setting Professional & Ethical Behavior Supervision	Baird & Mollen Ch. 4 & 5 Appendix C	
3	The Session Planner Clinical Writing & Progress Notes	Baird & Mollen Ch. 7 Watch Session Planner Videos	Appendix F (Emergency Info) Appendix G (Sign Guidelines)
4	Case Conceptualization	Mumma et al. (2018)	Goals Paper
5	Treatment Planning	Watch Connect-Cultivate-Consolidate and Focus-Interference Videos	
6	Embracing Diversity	Baird & Mollen Ch. 6 Watch Embracing Diversity Videos	
7	Self-Care & Risk Management	Baird & Mollen Ch. 8 & 9	
8	Case 1: Case 2:		
9	Case 1: Case 2:		*Mid-Semester Clinical Evaluation and Timesheet
10	Case 1: Case 2:		
11	Case 1: Case 2:		
12	Case 1: Case 2:		
13	Case 1: Case 2:		
14	Case 1: Case 2:		
15	Case 1: Case 2:		
16	Closing Cases & Reflecting on Experiences	Baird & Mollen Ch. 10 & 12	Goals Evaluation Paper *Final Clinical Evaluation and Timesheet

**Please submit original, signed hard copies for your supervisor evaluations and timesheets. Other assignments can be turned in electronically on Laulima. We will discuss how to submit case reports in class.*