Mental Health Counseling Practicum Manual

CPS – 512 Practicum in Mental Health Counseling
CPS – 513 Practicum in Alcohol and Substance Abuse Counseling

Spring 2016

Counseling and Psychological Services Department
Mahar Hall
7060 State Route 104
Oswego NY 13126

Revised January 2016

INTRODUCTION
Handbook Purpose

The intent of this handbook is to provide this information to help prepare the student for clinical placement experiences and satisfactory completion of CPS 512/513, Practicum in Mental Health Counseling.

Our Hopes

It is our hope that this information will be useful in planning and organizing a course of successful academic study and clinical work at SUNY Oswego’s Counseling and Psychological Services Mental Health Counseling program.

MHC PROGRAM MISSION STATEMENT

The Counseling & Psychological Services (CPS) Department at the State University of New York at Oswego is committed to educate and train high quality professionals who will function as skilled and ethical counselors who promote the optimal functioning of individuals, families, and groups in a variety of educational and community settings. The program’s philosophy is student-centered and developmentally based. To this end, the CPS department provides the highest quality training in professional counseling within an atmosphere that fosters on-going professional and personal growth.

MHC PROGRAM OBJECTIVES

Mental Health Counseling program graduates will:

1. Demonstrate mastery of counseling theories and skills and show the ability to utilize them therapeutically in clinical settings in the delivery of mental health services.

2. Demonstrate a strong foundational knowledge of the fundamental domains in mental health counseling that includes: human behavior, social systems and multicultural competence inclusive of value and respect of human dignity and diversity in all its forms.

3. Students will demonstrate a comprehensive understanding of an adjustment-oriented approach to mental health counseling that emphasizes not only diagnosis and remediation of pathology, but also prevention, wellness, early intervention, and advocacy.

4. Students will demonstrate the ability to apply relevant research and evaluation models in practice of mental health counseling.

5. Students will articulate a clear and accurate understanding of mental health counseling professional identity and interpersonal values which support and inform relations with others, that include self-awareness, compassion, genuineness and a commitment to social justice.
COURSE DESCRIPTION

This is an advanced course in counseling theory and practice that provides an initial supervised experience in mental health counseling in which counseling theory is applied to practice. Student placement is as a participant-observer in a cooperating agency or counseling setting engaged in mental health or human welfare services or in an institutional setting providing pre-professional experiences of relevance to the mental health counselor-candidate (AUTHENTIC, LEARNING, PRACTICE, COLLABORATION). Experiences include a pre-placement orientation, weekly on-site supervisory visits, and weekly follow-through conferences on campus (AUTHENTIC LEARNING). The focus is on increasing the individual’s effectiveness and knowledge of theory through intensive study of practical applications and theoretical bases (KNOWLEDGE). Students, both in individual sessions with the instructor and in small groups, critique and analyze their actual counseling sessions (REFLECTION, LEARNING, PRACTICE).

The program requires completion of a supervised practicum studentship in the student’s designated program area of **120 clock hours** [3 credit hours, 40 minimum direct, 80 minimum indirect]. The practicum is intended to reflect the pre-professional experience of a counselor trainee appropriate to the designated program area.

**PREREQ:** Completion of at least nine credit hours of sequential course work including CPS 510, and instructor permission. Mandated Reporter Training must be completed prior to practicum.
Personal Qualities and Characteristics of Interns

Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate for the successful practice of counseling. Therefore, in addition to academic performance, students in the MHC program will also be evaluated on the following professional readiness indicators.

**Indicators of Professional Readiness:** Essential characteristics expected of all candidates matriculated in a degree program in the CPS Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to balance multiple life expectations and commitment to wellness;
3. Ability to demonstrate excellent listening and attending skills;
4. Ability to effectively communicate with others;
5. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
6. Ability to hear and accept critical feedback;
7. Ability to integrate and make changes based on communicated feedback;
8. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
   - Appropriate dress
   - Promptness
   - Respectful attitude and behavior
   - Reliability and follow-through
8. Ability to work effectively with administrators, staff, students/clients, and parents/families;
9. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
10. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
11. Demonstrated ability to practice in a manner consistent with the ACA ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

Additional information on personal qualities and how they are assessed is included in the section of the handbook regarding clinical instruction and in an appendix.
CLINICAL SETTINGS FOR PRACTICUM

Types of Clinical Settings

The programs that students select for practicum placements include those which serve adults, adolescents and children. They may be part of large behavioral health systems that provide a comprehensive array of services to persons with mental illness and/or addictions or small organizations with a limited treatment focus and target population. Organizations that host students include both not-for-profit and for-profit organizations and many are licensed, funded or certified by a government oversight organization. All settings employ mental health counselors and/or allied behavioral health practitioners such as social workers, psychologists, psychiatrists and nurses.

Selection of Internship Sites

The Mental Health Counseling Program has designated a faculty member to serve as the Coordinator of Clinical Training. In this role, the faculty member will work in collaboration with students to formalize practicum site placement. The student has the responsibility to find and secure an appropriate practicum site. It is the student’s responsibility to keep the Coordinator of Clinical Training updated on progress. Once the student and prospective site supervisor have reached an agreement, the student must notify the Coordinator of Clinical Training who will then confirm that the placement is able to provide the student with supervised clinical experiences that meet the learning objectives of the internship. A key responsibility of the Coordinator of Clinical Training is ensuring that the organization is able to assign site supervisors who meet education and experience requirements that are consistent with the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Expectations of Clinical Sites

a. Approximately 1 hour per week of supervision provided on a regular schedule throughout the internship.

b. Continual opportunity for the student to become familiar with a variety of professional activities and resources (See Direct and Indirect Service Provision charts, p. 3-4; and Part III Section A, p. 6).

c. Consistent evaluation of student’s counseling performance throughout the internship, including:
   a. completed evaluations at the conclusion of the internship, and b. session recordings for professional evaluative purposes

d. Consistent mutual feedback provided between student and site regarding professional development, expectations, and reflections of growth.

e. Consistent contact with supervising faculty member regarding internship performance.

f. Adherence to “Internship Programs Under the Fair Labor Standards Act”
   http://www.dol.gov/whd/regs/compliance/whdfs71.htm

g. Termination
   It is understood and agreed among all parties involved that the internship site has the right to terminate the internship experience of the student whose physical or mental health status is detrimental to the services provided to consumers at the internship site. Equally, should the
internship site not fulfill its obligation to provide the internship student the serves agreed upon in contract, then the university supervisor has the right to terminate the internship experience of the student. In either case, such action should not be taken until the grievance against any internship/intern student, or site, has been discussed with the intern student, SUNY Oswego officials, and the site supervisor. Please refer to Protocol for Premature Termination of Internship in this handbook.

h. Equal Opportunity

In accordance with the Ethical Codes of the American Counseling Association, it is mutually agreed that all parties shall not discriminate on the basis of race, color, nationality, ethnic origin, language preference, immigration status, sexual preference, age, ability level, gender, or creed.

Internship Site Supervisor Requirements

An internship site supervisor must have:

1. A minimum of a master’s degree in counseling or related profession (e.g., marriage and family therapist, social work, psychologist, psychiatrist) with equivalent qualifications, including appropriate certifications and/or licenses;

2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

As a Site Supervisor, you agree to:

• Conduct or arrange an orientation for students covering the organization’s physical plant, relevant policies, procedures and practices and an introduction to other staff and their roles,
• Provide adequate space and resources necessary for the intern to provide counseling services,
• Provide students with the opportunity to observe their (or colleagues’) clinical work and/or engage in co-counseling,
• Provide an average of 1 hour/week of individual or triadic supervision to the intern,
• Provide the intern with a caseload that will allow them to complete their required internship direct service hours within an agreed upon time-frame,
• Provide the opportunity for the intern to become familiar with a variety of professional activities
in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings).

- Provide 2 written evaluations of the intern for each college semester in which the intern is at your site (see Appendix).

- Meet with the student’s faculty instructor on site at least one time each semester and maintain phone and e-mail contact throughout the semester to review and discuss the student’s performance. Immediately report any problems or concerns such as non-attendance, tardiness or misconduct related to ethical or professional standards.

- Communicate with the intern’s University supervisor any concerns in a timely way.

It is the responsibility of the Coordinator of Clinical Training to confirm that the site supervisor meets the aforementioned education and experience requirements. A Site Supervisor Information Sheet is used to collect and document information about the education and experience of the site supervisor.

The University Supervisor will,

- Meet with you during the mid-semester to evaluate the intern’s progress,

- Provide a minimum of 1 ½ hours/week (average) group supervision of the intern

The intern will:

- Create a schedule, in collaboration with their site supervisor, of when they will be on site,
- Abide by the Ethical Codes of ACA,
- Purchase ACA student liability insurance,
- Abide by the administrative policies, rules, standards, and practices of the internship site,
- Abide by the student dispositions of the CPS Department and the Oswego School of Education,
- Immediately report to their site supervisor any client cases that may require immediate intervention when the client reports incidents of possible harm to self or others

SUNY Oswego College of Education and the Department of Counseling and Psychological Services would like to thank you for your support of our students. We could not effectively train mental health counselors without your help and expertise. Thank you for your assistance and cooperation
# I. PRACTICUM COUNSELING EXPECTATIONS

## APPROVED PRACTICUM PROVISION OF SERVICES

<table>
<thead>
<tr>
<th><strong>DIRECT</strong></th>
<th>Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Defined</strong></td>
</tr>
<tr>
<td>Case Consultation (appears in both direct and indirect)</td>
<td>Working with the on-site supervisor to gain ideas, discuss any dilemmas and/or progress, and facilitate a treatment plan.</td>
</tr>
<tr>
<td>Direct participation in client-related volunteer activities</td>
<td>Site programs, client activities such as play therapy, arts/crafts, social opportunities for clients, and associated activities.</td>
</tr>
<tr>
<td>Intakes/Interviews with clients</td>
<td>Completing intakes over the phone and/or in person.</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>Counsel individual clients and work with the on-site supervisor to create treatment plans and facilitate ideas. Shadowing and co-counseling is also included.</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>Counsel multiple clients with a specific goal and/or support in mind.</td>
</tr>
<tr>
<td>Testing/Assessment</td>
<td>The practicum student may do suicide risk assessments or various other personality and/or risk assessments.</td>
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<tr>
<th><strong>INDIRECT</strong></th>
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<td>Working with the on-site supervisor to gain ideas, discuss any dilemmas and/or progress, and facilitate a treatment plan.</td>
</tr>
<tr>
<td>Case Notes</td>
<td>The practicum student is to keep updated case notes on clients, which includes progresses, diagnoses and obstacles.</td>
</tr>
<tr>
<td>Case Management</td>
<td>The practicum student will help in assessing need of services, care planning, implementation of treatment plans and scheduling of clients with the on-site supervisor.</td>
</tr>
<tr>
<td>Creating activities for clients</td>
<td>Creating activities that are original and relevant to the client and finding activities from creditable and relevant sources (ex. Workbooks).</td>
</tr>
<tr>
<td>Other</td>
<td>Other activities may include filing paper work, helping with other clients and other activities that are relevant to the practicum studentship objectives.</td>
</tr>
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Part II: SITE EXPECTATIONS

A. One hour per week of supervision provided on a regular schedule throughout the practicum.

B. Continual opportunity for the student to become familiar with a variety of professional activities and resources (See Direct and Indirect Service Provision charts in this Manual).

C. Consistent evaluation of student’s counseling performance throughout the practicum, including: a. completed evaluations at the conclusion of the practicum, and b. session recordings for professional evaluative purposes (See COURSE REQUIREMENTS).

D. Consistent mutual feedback provided between student and site regarding professional development, expectations, and reflections of growth.

E. Consistent contact with supervising faculty member regarding practicum performance.

F. Adherence to “Internship Programs Under the Fair Labor Standards Act”

http://www.dol.gov/whd/regs/compliance/whdfs71.htm
As a Site Supervisor, you agree to:

- Conduct or arrange an orientation for students covering the organization’s physical plant, relevant policies, procedures and practices and an introduction to other staff and their roles,
- Provide adequate space and resources necessary for the practicum student to provide counseling services,
- Provide students with the opportunity to observe their (or colleagues’) clinical work and/ or engage in co-counseling,
- Provide an average of 1 hour/week of individual or triadic supervision to the practicum student,
- Provide the practicum student with a caseload that will allow them to complete their required practicum direct service hours (40) within an agreed upon time-frame,
- Provide the opportunity for the practicum student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings).
- Provide one written evaluation of the practicum student, this evaluation can be submitted using SUNY Oswego’s online assessment system-TK20 (see Supervisor Training module on CPS website),
- Meet with the student’s faculty instructor on site at least one time and maintain phone and e-mail contact throughout the semester to review and discuss the student’s performance. Immediately report any problems or concerns such as non-attendance, tardiness or misconduct related to ethical or professional standards.
- Communicate with the practicum student’s University supervisor any concerns in a timely way.
- Complete SUNY Oswego’s online Site Supervisor Training modules located on the CPS website.

It is the responsibility of the Coordinator of Clinical Training to confirm that the site supervisor meets the aforementioned education and experience requirements. A Site Supervisor Information Sheet is used to collect and document information about the education and experience of the site supervisor.
Professional Standards and Ethics

All students are obligated to operate under the highest of ethical standards. The Mental Health Counseling Program has adopted the 2014 Ethical & Professional Standards of the American Counseling Association (ACA) (https://www.counseling.org/resources/aca-code-of-ethics.pdf). Students in the program are expected to adhere to these ethical codes. Additionally, students are expected to adhere to the CPS Department’s Professional Readiness Standards (in this Manual). Failure to adhere to these standards can lead to consequences ranging from faculty reprimand to expulsion from the program.

Professional practice, which includes practicum and practicum studentship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

STUDENT EXPECTATIONS

a. Students are expected to participate in all aspects of the course. Students are encouraged to discuss personal concerns with the instructor.

b. Students are expected to respect others’ experiences, and personal information shared during the course is expected to be maintained as confidential by all present.

c. Students are encouraged to seek personal counseling at any and all times should the content of the course challenge development and growth as a professional-in-training.

d. Students are expected to observe ethical standards at all times. Ethical standards are congruent with the ACA Code of Ethics (2014) and may be retrieved at: https://www.counseling.org/resources/aca-code-of-ethics.pdf

e. Integrate knowledge from previous courses and apply it in the practicum setting.

f. Develop and practice analytic skills sufficient for responsible professional practice.

g. Develop strategies and goals for continuing personal and professional growth and share them with supervisors.

h. Inform the course instructor of any changes in the placement site.

i. Complete required practicum hours in a timely way.

j. Maintain appropriate documentation of activities (hours log, form provided in this manual).

k. Students are to inform the practicum and/or internship field supervisor immediately and the campus practicum/internship instructor by email and phone within 24 hours of any mandated child abuse reporting situations. Do not wait until the next class period to report the incident.

Change in Placement

Anytime a student leaves a setting, the counseling faculty and clinical coordinator expects the practicum student to engage in an appropriate termination process with their clients and with on-site personnel prior to leaving the setting. Should a practicum student’s placement become problematic, the practicum student may change the placement. A change in placement at the practicum student’s desire may be made only after:
1. The student, the practicum instructor, the clinical coordinator/department Chair, and the site supervisor discuss the problem and determine whether a solution can be found within the existing placement.

2. The student and the practicum instructor explore new placement options. The coordinator will confer with the site supervisor of the first assigned placement to consider the possibility of future placements.

A. COUNSELOR PRACTICE, KNOWLEDGE AND SKILLS

Practicum students should be able to demonstrate appropriate professional proficiency of counseling skills and also include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, while utilizing didactic and experiential training. Competence will be displayed through the student’s ability to:

1. Apply core counseling skills of empathy, respect, concreteness, genuineness and immediacy within the counseling process.
   a. Using empathy to show understanding of how client expresses and experiences.
   b. Communicating respect for the client’s humanness, problem-solving capacities, potential for growth and need for hope.
   c. Using concrete language to assist client.
   d. Distinguishing personal feelings and opinions separately from the client’s.
   e. Displaying genuineness.

2. Apply advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process.
   a. Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
   b. Using responsible confrontation to challenge client discrepancies, evasions and resistance.
   c. Using immediacy techniques to examine here-and-now relationship issues.

3. Use modes of direct service intervention appropriate to role level, client needs and site function.
   a. Providing counseling services, including services to the family of the client, when appropriate.
   b. Planning and coordinating services for a client.
   c. Co-leading or leading a client group.
   d. Matching client with needed community services.
   e. Making appropriate referrals and follow-up.
   f. Acting as client’s advocate.

4. Formulate and implement a plan to deal with a client problem.
   a. Writing and discussing a plan of action and a rationale for it.
   b. Carrying out the steps of the plan in collaboration with the client.
   c. Monitoring the plan with the client, exchanging feedback about the process.
   d. Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.

5. Terminate and evaluate the counseling relationship.
   a. Instituting a series of steps leading to successful termination, including transfer or referral when appropriate.
b. Identifying and assessing the effects of termination on self and client.
c. Identifying and assessing the client’s movement toward goals and suggesting next steps.

B. BECOMING A PROFESSIONAL COUNSELOR
This learning objective is demonstrated in the willingness of the student to be fully responsible for personal thoughts, feelings and actions and in their pro-active stance towards learning. Both are essential for autonomous practice. Competence will be displayed through the student’s ability to:

1. Demonstrate a capacity for self-observation and self-awareness by
   a. Identifying and assessing effects of learning style, personal values, biases and feelings on performance, especially regarding issues of human diversity.
   b. Examining and changing behaviors that interfere with successful work.
   c. Exercising initiative in making counseling interactions and activities observable and subject to feedback.

2. Use counseling supervisors for learning by
   a. Identifying initial learning needs and interests.
   b. Actively collaborating in formulating and updating a learning contract.
   c. Asking questions.
   d. Preparing work agendas.
   e. Seeking other available learning resources, including professional staff, print and non-print media, professional literature and research.
   f. Discussing assignments, challenges and problems openly with supervisors.

3. Apply content from counselor program courses in the placement agency by
   a. Applying concepts, skills, professional counseling values and ethics in work with clients and colleagues.
   b. Identifying and discussing ethical dilemmas in professional decision-making.
   c. Discussing conflicting obligations, choices, or expectations between self, client and colleagues.
   d. Generating reports, presentations, process records and tapes.
   e. Applying knowledge of theory and empirical findings.

4. Manage time and work demands by
   a. Arriving at assigned times at the placement site or for supervision.
   b. Planning and organizing available time to manage the flow of work.
   c. Prioritizing tasks in relation to deadlines, site procedures and client system needs.
   d. Completing assignments on time.
   e. Exercising good judgment in completing work priorities.

C. SITE AND COMMUNITY SKILLS
Practicum students should be aware of the reciprocal influences of social class, age, gender, ability, sexual orientation, racial and ethnic differences, as well as culture and personality on human and organizational behavior. Practicum students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site’s services, clients and staff. Competence will be displayed through the student’s ability to:

1. Identify and describe the organizational structure of the site, its mandates and services, and the roles and functions of staff members.
b. Having the ability to prepare a graphic representation of the placement site’s organizational lines of authority and structure.
c. Having the ability to present a simulated 10-minute public service talk about the site.
d. Having the ability to describe the site, its purpose and its services.
e. Having the ability to respond to telephone requests for information about the site.

2. Describe and assess the impact of selected policies, legislation and organizational structure on site services, clients, staff and self.
   a. Identifying how individual problems relate to larger policy issues.
   b. Describing ways in which gender, race, social class, age, ability, sexual orientation and ethnicity impact the organization and use of services.
   c. Describing the formal and informal means through which site policies are formulated.
   d. Describing the work climate of the site and assess its impact on staff morale.

3. Describe the typical client in relation to the community system and recognize the ways in which a client’s inability to function appropriately or adequately in the community system leads to involvement with the site.
   a. Identifying and describing the key components within the community, which promote or diminish client functioning.
   b. Having the ability to present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.
   c. Identifying the describing key organizations or institutions in the client’s life and the interactions existing between the client and these larger systems.
   d. Making effective referrals of clients to other service sites or community resources needed for improving client functioning or coping skills.

4. Contribute to the processes of maintenance and change in the site and the community.
   a. Identifying and assessing personal feelings, attitudes and degrees of adaptability with respect to changes within the site.
   b. Contributing to the ways in which staff members cooperate in various work groups.
   c. Developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.
PRACTICUM STUDENT PLACEMENT AGREEMENT (Appendix A)

CPS – 512 Practicum in Mental Health Counseling
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Practicum student’s Name ____________________________________________________________

Placement Site _______________________________________________________________________

Name of Site Supervisor ________________________________________________________________

Period of Site Placement ________________________________________________________________

Complete Site Address

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Supervisor Phone (______) __________________ (______) ___________________

Supervisor E-mail ________________________________________________________________

THE FOLLOWING SIGNATURES ACKNOWLEDGE THAT BOTH THE PRACTICUM STUDENT AND THE SUPERVISOR HAVE REVIEWED THE PRACTICUM SITE MANUAL.

______________________________________________________________________________

Practicum Student Signature ______________________________________ Date

______________________________________________________________________________

Site Supervisor Signature ______________________________________ Date
Counseling Practicum Student Evaluation (Appendix B)

CPS – 512 Practicum in Mental Health Counseling
CPS – 513 Practicum in Alcohol and Substance Abuse Counseling

Date of Evaluation _______________________

Practicum Student’s Name ________________________________________________________________

Placement Site _______________________________________________________________________

Name of Site Supervisor ________________________________________________________________

Period of Site Placement ________________________________________________________________

Using the following scale, rate the student’s performance on the competencies below:

Highly Unsatisfactory 1  Unsatisfactory 2  Adequate 3  Satisfactory 4  Highly Satisfactory 5

** Use N/A (not applicable) if Practicum student has not yet had the opportunity to employ the skill described.

A. Performance of Basic Practicum Requirements

a. ____ The practicum student is making progress in meeting the requirements of service hours at the placement site
b. ____ The practicum student is providing the supervisor with sufficient work samples in a timely way
c. ____ The practicum student is following the policies and procedures outlined in the Practicum Manual
d. ____ The practicum student is attending scheduled supervision sessions regularly and in a timely way
e. ____ The practicum student has identified learning goals and is making progress toward achieving them in supervision and at the placement site
f. ____ The practicum student is amenable to supervision and demonstrates application of supervisor feedback

B. Counselor Practice, Knowledge, and Skills

Practicum students should be able to demonstrate appropriate professional proficiency in the self-critical, accountable, and knowledge-guided use of counseling skills, to include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, utilizing the previous didactic and experiential training received while in the Mental Health Counseling Program. Competence will be displayed through the student’s ability to:

1. Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process:
   a. ____ Using empathy to show understanding of how client expresses and experiences.
   b. ____ Communicating respect for the client’s humanness, problem-solving capacities, potential for growth and need for hope.
c. ____ Using concrete language to assist client.
d. ____ Distinguishing personal feelings and opinions separately from the client’s.
e. ____ Displaying genuineness.

2. Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:
a. ____ Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
b. ____ Using responsible confrontation to challenge client discrepancies, evasions, and resistances.
c. ____ Using immediacy techniques to examine here-and-now relationship issues.

3. Using modes of direct service intervention appropriate to role level, client needs, and site function:
a. ____ Providing counseling services, including any appropriate services to the family of the client.
b. ____ Planning and coordinating services for a client.
c. ____ Co-leading or leading a client group.
d. ____ Matching client with needed community services.
e. ____ Making appropriate referrals and follow-up.
f. ____ Acting as client’s advocate.

4. Formulating and implementing a plan to deal with a client problem:
a. ____ Writing and discussing a plan of action and rationale for it.
b. ____ Carrying out the steps of the plan in collaboration with the client.
c. ____ Monitoring the plan with the client, exchanging feedback about the process.
d. ____ Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.

5. Terminating and evaluating the counseling relationship:
a. ____ Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral.
b. ____ Identifying and assessing the effects of termination on self and client.
c. ____ Identifying and assessing the client’s movement toward agreed on goals and suggesting next steps.

C. Becoming a Professional Counselor
This learning objective is demonstrated in the practicum student’s willingness to be fully responsible for personal thoughts, feelings, and actions and in the practicum student’s pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student’s ability to:

1. Demonstrating a capacity for self-observation and self-awareness:
a. ____ Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity.
b. ____ Examining and changing behaviors that interfere with successful work.
c. ____ Exercising initiative in making counseling interactions and activities observable and subject to feedback.

2. Using Counseling Supervisors for learning:
a.  _____ Identifying initial learning needs and interests.
b.  _____ Actively collaborating in formulating and updating a learning contract.
c.  _____ Asking questions.
d.  _____ Preparing work agendas.
e.  _____ Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research.
f.  _____ Discussing assignments, challenges, and problems openly with supervisor.

3. **Applying content from counselor program courses in the placement site:**
   a.  _____ Applying concepts, skills, professional counseling values, and ethics in work with clients and colleagues.
b.  _____ Identifying and discussing ethical dilemmas in professional decision-making.
c.  _____ Discussing conflicting obligations/choices/expectations between self, client, and colleagues.
d.  _____ Generating reports, presentations, process records, and tapes.
e.  _____ Applying knowledge of theory/empirical findings.

4. **Managing time and work demands:**
   a.  _____ Arriving at assigned times at the placement site or for supervision.
b.  _____ Planning and organizing available time to manage the flow of work.
c.  _____ Prioritizing tasks in relation to deadlines, site procedures, and client system needs.
d.  _____ Completing assignments on time.
e.  _____ Exercising good judgment in completing work priorities.

D. **Site and Community Skills**

*Practicum students should be aware of the reciprocal influences of culture and personality on human and organizational behavior. Practicum students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site’s services, clients, and staff. Competence will be displayed through the student’s ability to:*

1. **Identifying and describing the organizational structure of the site, its mandates and services, and the roles and functions of staff members:**
   a.  _____ Prepare a graphic representation of the placement site’s organizational lines of authority and structure.
b.  _____ Present a simulated 10-minute public service talk about the site.
c.  _____ Describe the site, its purpose and its services.
d.  _____ Respond to telephone requests for information about the site.

2. **Describing and assessing the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self:**
   a.  _____ Identify how individual problems relate to larger policy issues.
b.  _____ Describe ways in which gender, race, social class, age, ability, sexual orientation, and ethnicity impact the organization and use of services.
c.  _____ Describe the formal and informal means through which site policies are formulated.
d.  _____ Describe the work climate of the site and assess its impact on staff morale.
3. Describing the typical client in relation to the community system, and recognize the ways in which a client’s inability to function appropriately or adequately in the community system leads to involvement with the site:
   a. _____ Identify and describe the key components within the community which promote or diminish client functioning.
   b. _____ Present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.
   c. _____ Identify and describe key organizations or institutions in the client’s life and the interactions existing between the client and these larger systems.
   d. _____ Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills.

4. Contributing to the processes of maintenance and change in the site and the community:
   a. _____ Identify and assess personal feelings, attitudes, and degrees of adaptability with respect to changes within the site.
   b. _____ Contribute to the ways in which staff members cooperate in various work groups.
   c. _____ Demonstrate developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.

Strengths that the practicum student has demonstrated include:

Areas in which the practicum student needs to improve include:

Overall summary of this practicum student’s counseling performance at this time:

__________________________________________________________________________       ____________________  
Signature of Site Supervisor  Date

__________________________________________________________________________       ____________________  
Signature of Practicum student  Date
COUNSELING PRACTICUM SITE EVALUATION (Appendix C)

CPS – 512 Practicum in Mental Health Counseling
CPS – 513 Practicum in Alcohol and Substance Abuse Counseling

Practicum student’s Name

_____________________________________________________________

Placement Site

______________________________________________________________________

Name of Site Supervisor

_______________________________________________________________

Period of Site Placement

______________________________________________________________

Please respond with a “Y” for “yes” and an “N” for “no” to the following statements regarding the placement site:

1. ___ There was a formal orientation or introduction to training at this site.
2. ___ I received adequate introduction to the site’s policies and procedures and my duties at this site.
3. ___ I received adequate physical space to provide counseling with appropriate confidentiality at this site.
4. ___ I was regularly assigned clients at this site.
5. ___ I had difficulty getting sufficient clients at this site to complete my direct hours requirements.
6. ___ I had difficulty getting opportunities to participate as a co-leader or a leader of counseling groups at this site.
7. ___ I had difficulty getting the necessary equipment and physical arrangements to video tape at this site.
8. ___ I was made a member of the regular staff at this site.
9. ___ I was treated with professional respect by all staff members at this site.
10. ___ I received adequate management and supervision at this site so I never felt unsupported in my decision-making.
11. ___ This site provided me with adequate resources to continue my professional development.
12. ___ This site provided me opportunities to learn about applying various counseling theories and techniques.
13. ___ This site provided me opportunities to work with persons representing diversity in our community.
14. ___ I would recommend this site for other practicum students of the Counseling and Psychological Services Department at SUNY Oswego.

________________________________________________________       ____________________
Signature of Counseling Practicum student Date
Appendix D

Counseling and Psychological Services Department
Mahar Hall
7060 State Route 104
Oswego NY 13126

MENTAL HEALTH COUNSELING PRACTICUM

Self-Evaluation

Directions: Use this format to complete your paper on your personal and professional growth and learning which is due at the end of the semester.

Make a list of the new skills you have learned this semester:

What skills have you refined or strengthened?

What have you learned about the role of the Mental Health counselor?

What have you learned about yourself as a counselor?

What have you learned about yourself as a person?

Name: _________________________________

Date: __________________________________


MENTAL HEALTH COUNSELING PRACTICUM CONSENT TO TAPE
(Appendix E)

To the client:

Your counselor is a counseling trainee enrolled in practicum. Counseling trainees in practicum have successfully completed most minimum training standards required to earn a graduate degree in mental health counseling at SUNY-Oswego. Consistent with these national standards, your counselor is supervised by multiple entities and is required to undergo rigorous evaluations based on counseling performance.

Counseling trainees are required to demonstrate their professional skills in interactions with clients by providing supervisors with work samples in the form of recorded tapes of counseling sessions. These tapes are intended to enhance their professional training and improve the services you receive. Therefore, your counselor is asking your permission to record your counseling session for these evaluative practices.

Your counselor is compliant with the ACA Code of Ethics (2005). Congruent with the ACA Code of Ethics, all records of counseling services provided, including recordings, are considered confidential professional information. Recordings will be protected by the counseling trainee and the supervisors of the counseling trainee. These recordings will be utilized for the purpose of professional evaluation and training, and will be reviewed by trainees and supervisors in congruence with the ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

Consent to Participate in Counseling

I, the undersigned, hereby acknowledge that I have read and discussed with my counselor the information presented above. I fully understand the purpose of this request and I agree to a taped counseling session for my counselor trainee’s evaluation.

_______________________________________________                        _______________
(Signature of Client)                                                                 (Date)

_______________________________________________  _______________
(Signature of Client’s Parent or Guardian, if applicable) (Date)

_______________________________________________
(Signature of counseling trainee)
CPS – 512/513: WEEKLY COUNSELING HOURS LOG
Counseling and Psychological Services, Mental Health Counseling      Student

Site

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<th>Date</th>
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<th>Week (circle)</th>
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<tr>
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<th>* INDIRECT * SERVICE HOURS</th>
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23
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<tr>
<th>Site Supervisor Signature: ________________________________</th>
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<th>Date: ____________</th>
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<tbody>
<tr>
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<td>Date: ________________</td>
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<tr>
<th>Total Direct hours</th>
<th>Total Indirect hours</th>
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<tbody>
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</table>
CPS 512/13 Practicum Mental Health Counseling

Tape Rubric

Student: _____________________________ Date: ______________ Tape: _____________

1. Is able to open a counseling session appropriately
   0          1           2        3             4         5

2. Creates an accepting atmosphere for the client
   0          1          2        3             4         5

3. Is able to communicate in a coherent and meaningful way
   0          1          2        3             4         5

4. Has an adequate affective vocabulary
   0         1          2        3

5. Is accepting of client’s expressed thoughts
   0         1           2

6. Is able to identify and assess the client’s concern
   0         1           2

   6a. through paraphrasing/restating
       0         1           2

   6b. through using open-ended questions
       0         1           2

   6c. through clarification
       0         1           2

   6d. through noting a theme
6e. reflection of feelings

6f. reflection of content

6g. interpretation

6h. confrontation

6i. summarizing content

6j. summarizing feelings

6k. giving feedback

6l. allows for silence

6m. acknowledges non-verbal behavior

6n. does not minimize client’s feelings or perspective

7. Maintains a good flow/pace
8. Is able to effectively close a session
   0  1  2  3  4  5

9. Demonstrates congruence between personal feelings and communications
   0  1  2  3  4  5

10. Is able to respond to client completely (frequency, accuracy, timed, matched, emotion)
   0  1  2  3  4  5

11. Uses self-disclosure appropriately
   0  1  2  3  4  5

12. Uses praise appropriately
    0  1  2

13. Able to assist the client to identify alternate ways of defining problems and solutions
    0  1  2  3  4  5

14. Able to evaluate the effectiveness of counseling session
    0  1  2  3  4  5

15. Maintains ethical standards in counseling
    0  1  2  3  4  5

16. Maintains adequate case notes
    0  1  2

17. Uses an approach that is well-suited to the client
    0  1  2  3

Tape 1 +5

Tapes 2-4 able to incorporate and act on feedback
| 0 | 1 | 2 | 3 | 4 | 5 |

Total points out of 100: 

Additional Comments: