



## **PCC 950B Clinical Practicum**

Spring 2024 | Tuesdays, 9:00 a.m.-10:30 p.m. | In-Person & Online | Location: TBA Instructor:  
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### **Course Description**

Clinical Practicum is designed to advance the beginning counsellor to effectively and practically apply the theories of the therapeutic process with outside clients. It will equip the student through case conceptualization, goal setting and intervention strategies, in all phases of treatment, from initial client contact to termination.

In Clinical Practicum the students advance from microskills training and role plays to supervised counselling experience with outside clients in an agency setting. Individual supervision and peer group conferencing will assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis will be placed on the intra- and inter-personal experience of the students and their individual functioning as counsellors, as observed within the group setting.

The course includes a minimum of 100 clock hours on-site, with a minimum of 40 hours of direct client contact. These experiences allow students to perform some of the counseling activities that an employed Licensed Clinical Professional Counselor would be expected to perform. Supervision will be provided on an ongoing basis during the Practicum. *(1.5 Credits per semester for a total of 3 Credits over the course of the academic year).*

### **Student Learning Outcomes**

After successfully completing this course, students will be able:

- A. To help the students learn the skills of assessing and evaluating the dynamics of counselling through group and individual supervision.
- B. To help students advance from a core level of proficiency to becoming competent practitioners through the development of a collaborative helping-relationship with outside clients.
- C. To help students understand their clients' problems and to use this conceptualization to start formulating tentative treatment plans and intervention strategies that would improve their efficacy as Pastoral therapists.

- D. To help the students apply explanatory (assessment) models through supervised case conceptualization and case management.
- E. To help the students integrate different theoretical orientations into a pragmatic approach to helping as they develop their own professional identity as Pastoral counsellors and pastoral theologian.
- F. To provide the students with a continuing opportunity for growth in their development as individuals and as Pastoral Counsellors, and to facilitate their personal and spiritual growth towards maturity in Christ.
- G. To provide sufficient opportunity for applying theory and skills in praxis as to facilitate the student's progression to subsequent pastoral counselling practicums and eventual practice as a pastoral counselor and theologian.

## COURSE TEXTBOOKS

- Zuckerman, E. L. (2010). *Clinician's thesaurus : the guide to conducting interviews and writing psychological reports* (7th ed.). Guilford Press.
- Cooper-White, P. (2004). *Shared wisdom : use of the self in pastoral care and counseling*. Fortress Press.
- Cameron, S., Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286-292. doi.org/10.1002/j.1556-6678.2002.tb00193. (available in PDF via Moodle)
- *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, Text Revision (DSM-5-TR™) American Psychiatric Association, 2022. ISBN 978-0-89042-576-3 - [https://search.library.northwestern.edu/permalink/01NWU\\_INST/uoei1r/alma9981906320402441](https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9981906320402441)
- American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: American Counseling Association. [www.counseling.org] <https://www.counseling.org/knowledge-center/ethics#2014code> (available in PDF via Moodle)

## COURSE PROCEDURE

1. Counseling Practicum  
Fulfill commitment as a practicum student as outlined or arranged with the counseling agency.
2. Individual and Group Supervision with Site Supervisor  
Student counselors will participate in individual and group supervision in their internship placements. Methods used in supervision will vary according to the preferences, theoretical models, and philosophies of the site supervisor.
3. Case Conference with Garrett- Evangelical Theological Seminary  
Student counselors will participate once a week for case-conferencing and lectures under the direction of the Garrett instructor. Each student must prepare a case vignette for consultation or case conferencing using the case presentation and SOAP Notes formats.
4. Reading and Research  
Student counselors must read the prescribed textbooks and do independent research applicable to their client's presenting problems and/or disorders.
5. Written Coursework

Student counselors must research and complete all the coursework required in the syllabus.

## GRADING

The Counselling Theory Practicum is outcome-based. Students must meet the criteria for the desired critical outcomes, demonstrating an adequate capability at an acceptable standard of competence.

1. **Capabilities:** Demonstration of underlying abilities applied to achieve a desired purpose as they relate to content, context, and value frameworks, where the focus is more on the performer than on the task.
2. **Standards:** Description of the capabilities required within identified roles, functions, or learning activities at specified levels of competence. Standards are desired education and training outcomes and their associated assessment criteria.
3. **Competence:** The capacity for continuous performance resulting from the integration of capabilities within the specified context. Foundational competence demonstrates an understanding of what the learner is doing and why, practical competence demonstrates the ability to perform a set of tasks in a pastoral care and counseling context, and reflective competence reflects the ability to integrate performance with understanding to show that the learner is able to adapt to changed circumstances appropriately and responsibly.

*A pass/extension/fail system* is used for course evaluation, and no letter grade will be awarded.

- **Pass** would mean that you have acquired and mastered the counseling micro-skills and applied praxis on a therapeutic acceptable level and the desired education and training outcomes have been met.
- **Incomplete** would mean that, for some reason, you could not complete the course and would have to register for it again, but it would not be recorded as a Fail on your transcript.
- **Fail** would mean that you have failed to meet the minimum required outcomes to proceed to a clinical internship.
- **Extension** would mean that you could proceed to the clinical internship by doing additional prescribed coursework at the desired outcome level before the commencement of the clinical internship. Rather than getting a grade on your group participation, counseling, and assignments, you will get regular feedback that would interact with you as a counselor in the experiential learning process.

The student's work over the academic year will be discussed specifically and a Pass/Extension/Fail grade will be given and handed in to the Registrar.

## COURSE REQUIREMENTS

1. *Case Conference Attendance and Case Presentation with Garret Supervision Group Assessment Criteria:* Attend all case conference sessions, demonstrate knowledge of the counseling process, and give evidence of intrapersonal openness and interpersonal communication skills. Each student must attend all case conference sessions and actively participate in class. The completed case report form must be sent to the entire class A DAY BEFORE class meeting.

2. *Practicum Assessment Criteria:* Student counselors must complete the required hours of supervised counseling experience to the satisfaction of the site supervisor and course instructor (minimum of 40 hours of direct client contact accumulated the year, from September to May).

Through supervision and consultation (with the site supervisor and course instructor) student counselors must demonstrate the following characteristics, abilities, and skills in their counseling:

- a. Display adequate levels of therapeutic competency.
  - b. Being able to enter into a helping relationship with counsees without becoming enmeshed.
  - c. Display adequate levels of case conceptualization (applying exploratory models and diagnostic criteria), choosing applicable intervention models, and using them appropriately in counseling.
  - d. Display adequate levels of case management skills and demonstrate the ability to manage the counseling caseload effectively.
  - e. Being aware of your own underlying assumptions and pre-suppositions that impact the counseling relationship.
  - f. Being aware of your own limitations and displaying an openness to gain additional insight or make referrals as applicable.
  - g. Displaying an ability to develop an open, honest, and accountable relationship with the supervisor
  - h. Being open and accepting of own feelings and experiences, and displaying a self-awareness of own values and beliefs.
  - i. Being able to be transparent, vulnerable, and prepared to take 'risks'
  - j. Being able to accept personal responsibility for your own behavior, cognition, and affect.
  - k. Displaying a sense of humor and not being overwhelmed by the counseling and/or supervision.
3. **Written Requirements**
    - a. *Assessment Criteria:* Do all the assigned written requirements, give evidence of insight and understanding of the underlying theories, demonstrate the ability to integrate and translate the theory into praxis, and present evidence of effective, ethical application in praxis.
    - b. *Technology in Counseling Presentation:*
      - i. Working in small groups, students will prepare one presentation on best practices and current research regarding the use of technology in the counseling process (2.F.5.e).
      - ii. Upon completion, students will present their findings to the instructor and their peers during class time on an assigned date. The presentation should be between 9-12 slides (including a title slide, agenda slide, and reference slide) and last approximately 20 minutes. Groups will choose their presentation topics during the second-course meeting. The following outline should be used:
        1. Slide 1: Title
        2. Slide 2: Agenda/Table of Contents

3. Slide 3-4: Review of ACA Ethical Code(s) standards and any national or state of Illinois rules/laws applicable to using technology in counseling. (Or any other states you plan to apply)
  4. Slides 5-9: Topics to choose from (each group select one topic regarding the impact of technology on the counseling process)
    - i. Use and impact of social media in counseling
    - ii. Use and impact of electronic health records
    - iii. Use and impact of telemental health counseling
    - iv. Use and impact of the implementation of HIPAA and HiTech.
    - v. Use and impact of technology-assisted counseling (e.g., hearing impaired, visually impaired, physical impairment).
  5. Slides 9-12: Summary and references (2-3 peer-reviewed academic journal articles/books required)
- c. *Personal Counselling Assessment Criteria*: Attend individual therapy, give evidence of intra-personal openness, and demonstrate insightful self-reflection. Participate in non-graded individual therapy of your choice for a minimum of six sessions. - After completion of the six sessions, prepare and submit a 1000-word report about your experience as a client. Include a letter from your counselor confirming the dates and completion of the required sessions.
- d. *Practicum Portfolio*: Students will upload all documentation, papers, and hours logs into Moodle.

## COURSE INFORMATION

- Syllabus Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.
- Course Relation to the Curriculum: This is a required core course for many states licensing boards, including the Illinois LPC Board.

**Course Policies:** The following policies are of particular importance to the successful completion of one's coursework:

### Writing

- Academic integrity and plagiarism: see the 2020-2021 Handbook, pages 12, 76-82. All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an

instructor may require another style guide appropriate to the discipline (such as APA). (2019-2020 Handbook, page 84)

- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See [https://www.garrett.edu/student-life/student-services \"Writing Center\"](https://www.garrett.edu/student-life/student-services/\) for more detailed information.

## **Course Policies**

- **Inclusivity/Diversity**  
The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.
- **Attendance and Tardiness**  
Attendance is required and essential for understanding and processing the material. If you miss more than two classes without an emergency or discussing it with the professor beforehand, it is likely that you will fail the course.
- **Completing Assignments and Late Assignments**  
Due dates help you manage your time well. Adhering to the suggested timeline will help achieve your desired grade for the course. Given the current pandemic we all are facing, please let us know as soon as possible if you need extra time to complete assignments for the course.
- **Incomplete Policy**  
All coursework must be submitted by the close of the semester. A grade of "I" denotes coursework that has not been completed due to an unavoidable emergency, which does not include failure to turn in coursework or attending to church work or other employment. A request for an incomplete requires not only my approval but also the approval of the Registrar. See the current GETS Catalog for additional information.
- **Course Announcements**  
Course announcements are sent via GETS email accounts. Students are responsible for maintaining and checking these accounts.
- **Confidentiality**  
We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.