APPL 703.085: Practicum in Counseling Psychology  
APPL 708.085 Internship in Counseling  
University of Baltimore  
Fall 2019

Professor: Sam Soheilian, Ph.D.  
Office Location: LC 406  
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**Do not send messages using Sakai message function – email above is best form of communication.**

* All office hours during Finals week are held by appointment only.

Other Contact Information  
Clinic Assistants: see Lassen Training Clinic (LTC) Front Desk Staff for help—Clinic front desk: 410-837-5253

Dr. Soheilian’s off-campus contact information: cell (410) 709-8671

Welcome to Practicum/Internship! I look forward to exploring and sharing your progress as you continue to develop and apply your counseling skills. This course meets the State of Maryland LCPC licensure requirement for a course in Field Experience. Please note, though, that the state requires that 125 direct, face-to-face counseling hours be accrued in practicum and/or internship in order to fully meet this licensure requirement.

FORMS & HANDOUTS (Available on our class Sakai webpage, under Files Directory)

**TO BE PRINTED OUT AND BROUGHT TO FIRST (AND EVERY) CLASS**

To access Sakai: On UB’s home page (www.ubalt.edu), click “MyUB” and login. On the right hand side of the screen, click on the icon for UB Online Sakai. Your Sakai username and password are identical to your MyUB (Peoplesoft) username. For help with MyUB and Sakai, contact OTS at callcenter@ubalt.edu or 410-837-6262.

NOTE: DO NOT use the Sakai messages function to contact me—I do not check that. Email is the best way to get in touch with me.

LASSEN TRAINING CLINIC
We will use the Lassen Training Clinic (LTC) for our training space. The Clinic is located on the 4th floor of the Learning Commons. Access to the Clinic and back-up support/coverage for your sessions will be provided during certain hours when the Clinic is open.

Scheduling. Wejoinin will be used for the scheduling of counseling sessions. Scheduling is on a first come, first serve basis, so plan ahead so you can schedule the use of the counseling rooms for your sessions in a timely manner. Information on accessing Wejoinin is posted on Sakai.
**Prerequisites**
Permission of instructor prior to registration and APPL 602, 605, 606 and 610; co-requisite: APPL 616.

**Catalog Description**
**APPL 703 PRACTICUM IN COUNSELING PSYCHOLOGY (3)**
Experience in the application of behavioral change methods and skills, ethical and legal requirements, and multicultural competence and social justice advocacy in a clinical or counseling setting. The student 1) functions as a professional under the supervision and guidance of an on-site counselor, and 2) attends scheduled group supervision meetings on campus several times during the course of the semester. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment. Lab fee required. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. Prerequisites: permission of instructor prior to registration and APPL 602, 605, 606 and 610; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

**APPL 708 INTERNSHIP IN COUNSELING (1 - 3)**
Builds upon APPL 703 Practicum in Counseling, allowing students to practice and further integrate counseling skills, ethical and legal requirements, and multicultural competence and social justice advocacy in clinical or counseling settings. Students accrue at least 100 hours of supervised clinical experience for each credits taken. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment. Lab fee required. Prerequisites: APPL 703 and permission of program director; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

**Student Learning Outcomes**
Class sessions, which will generally follow a case conference format, are designed to help you meet the following objectives. At the conclusion of the course, you will be able to:

1. manage anxieties about doing counseling with clients in a clinical setting
2. apply ethical standards to all aspects of the counseling process
3. utilize professional and ethical behavior in all interactions with instructor, clients, peers, and supervisors
4. establish initial rapport and collaborative treatment relationships with clients
5. describe the "process" of your sessions
6. design counseling interventions that reflect awareness of stages of clinical treatment
7. apply a theoretical and research base in assessment, conceptualization, goal-setting and treatment planning with clients, both in vivo and in comprehensive written case summaries
8. apply cultural self-awareness and sensitivity to the client's culture in all phases of the counseling process
9. effectively conduct terminations and/or referrals
10. begin to integrate counseling skills with your own personal style
11. maintain records of counseling and supervision hours consistent with licensing and credentialing requirements
12. communicate clearly and professionally, through written case notes and verbal case presentations about your counseling sessions, and also about your development as a counselor-in-training during the semester.
13. maintain records of counseling sessions and communications with referring agencies and other entities in a manner that is consistent with legal, ethical and professional standards
14. incorporate both positive and negative feedback about one’s counseling performance and skills into counseling practice, through an ongoing self-reflective process
15. advocate for change of institutional and societal barriers that impede client development
16. as appropriate to the training site, utilize appropriate individual, couple, family, group, and/or systems modalities for initiating, maintaining, and terminating counseling in crisis intervention, and brief, intermediate, and long-term approaches.

**Recommended Reading**

**Required Reading**


OR the Treatment Planner suited to your practicum setting (children, adolescent, substance abuse, etc).


**Course Method**
You will work in a setting of your choosing, performing counseling and other related activities as agreed upon by you and your field (site) supervisor. The supervisor must be a licensed practitioner (e.g., LCPC, LCSW, Psychologist, LCADC). Your instructor is available for consultation by email or phone between class meetings. Students should arrange for meetings with the course instructor outside of class to consult further on training issues, as appropriate.

**Course Requirements**

1. **CLASS ATTENDANCE AND EXPECTATIONS.**
First, students must adhere to all of the Standards and Expectations for Graduate Students listed at the end of the syllabus. Failure to adhere to the Standards may result in a lower grade in the course, which includes failing the course. Adherence to the Standards may be evaluated through the Professional Counselor Performance Evaluation (PCPE; available on Sakai).

Professional Counseling Performance Evaluation (PCPE): There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and APA (2002) ethical guidelines require therapist educators to assess and evaluate students’ professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions (see Standards for Counseling Graduate Students, this syllabus). As a result, you will be assessed using the PCPE (posted on Sakai). This form will be used to evaluate students and to provide feedback on skill levels in communication, counseling skills, ethical practice, and personality or behavior traits that interfere with providing professional counseling at an acceptable skill level. A poor evaluation on the PCPE will result in being referred to the faculty review committee for a review and remediation plan and/or failing the class. You will fail the course if you receive a score of .50 or less on one or more of the evaluation areas.

Attendance in weekly class meetings is required. You may miss two classes without penalty. Two late arrivals or departures (missing more than 15 minutes) to class also constitutes an absence. If you miss class or part of a class, please talk to another student or two other students to see what you missed—you are still responsible for what has happened in class whether you are there or not. After two absences, your final grade will be reduced by ½ letter grade (e.g., A to A-) for each missed class.

You are expected to bring hard copies of all of the course handouts (known collectively as the “practicum packet”) with you to the first day of class, and every class thereafter. (Generally, you will be notified of this expectation via your UB email during the week before class begins.) See our course Sakai page for a list of all the handouts to bring, and look under “Files Directory” for the handouts themselves.

Our class sessions will generally follow a case consultation format, although some will include didactic instruction. You will need to bring DVD-Rs of your UB practice sessions (see below) to class on a regular basis, for review by the instructor and your classmates.

It is incumbent upon everyone to help create a positive learning environment in the practicum class. In fact, this is considered a skill set that is essential for success in this class and in the profession. It is a given that you will experience anxieties and many questions about your work with your clients, and that at times you will feel quite vulnerable. Sharing and "processing" these and other feelings that arise in working with your clients is an essential part of growing as a clinician. You are expected to bring your fears and vulnerabilities to class, to help create a mutually supportive atmosphere wherein this is safe for everyone, to
open yourself to scrutiny in this environment, and to be able to receive and productively utilize feedback that you receive from your clients, your classmates, and your instructor.

2. **COUNSELING PRACTICE.**

- **At your practicum site,** you will perform counseling and other related activities as agreed upon by you and your field supervisor. The supervisor must be a licensed practitioner (LCPC, LCSW, Psychologist, LCADC, etc.). Your site supervisor(s) will be your primary supervisors for clients at your site. Your instructor is available for consultation by phone or email between class meetings. Generally, the expectation is that practicum students will spend at least 8 to 15 hours per week on site in their primary training setting. Internship students will need to spend at least 22 to 25 hours a week at their sites. At your site, you will complete whatever form of case notes and other documentation used by the counselors at your site.

**NOTE:** You cannot attend or continue in the class if you do not have an external training site. Sites must be acceptable to the UB counseling psychology faculty and a fully signed and executed Practicum/Internship contract is required. Should for some reason you lose your site, you cannot continue to attend class.

- **Within our training suite at UB in the Lassen Training Clinic** (on the 4th floor of the Learning Commons, enter through the Library on the 3rd floor), you will also get further clinical experience and training by seeing UB practice “clients,” writing DAP notes, and presenting your work in class. These sessions will take place beginning around the third week of this class, and should occur once per week for 3 sessions. These sessions will be part of a class assignment for your "client," who is a student in an undergraduate psychology class. Your job will be to make the session as authentic as possible, given that both you and your classmate/client are completing an assignment. That is, you must establish rapport and a relationship that would be conducive to actually treating the client. As this is not real counseling, your “client” is not required to present an actual problem.

Your “client” will receive a version of the following instructions: “Each student will be paired with a graduate student in the counseling psychology master’s program to talk about a topic of interest.” Please note that these are not “counseling” or “therapy” sessions; rather they are training exercises in which the graduate student has an opportunity to practice listening skills, and you have an opportunity to experience what it is like to be listened to! Therefore, it is not necessary for you to talk about a problem! It’s definitely ok to bring up mild or moderate concerns that you may have, but this is not necessary. Also, some things would not be appropriate to talk about, including severe problems that you are struggling with (e.g., trauma, serious family conflicts, addictions) that may leave you feeling upset after a session. You may choose to talk about a good experience in your life – for example, a vacation that you enjoyed, good family experiences and memories, or your experience of Baltimore (food, sports, cultural events, the Aquarium), etc. You may also discuss and get some assistance with career issues (e.g., your career interests, goals, prospects). The possibilities are endless, but do not feel that you must talk about a problem.”

You can only see these practice “clients” during the BACK-UP hours provided at the Clinic (this means you cannot hold these sessions during the Access hours)—since we are working with undergrads, you need to hold your sessions when Back-up is being provided by our graduate students.
Your instructor is the primary supervisor for UB clients. This means that direct supervisory feedback from the course instructor should take precedence over other feedback the student may receive from other sources when it comes to seeing the UB clients.

During these sessions, trainees will be responsible for scheduling the appointments with their UB “clients,” videotaping all of the sessions in their entirety, appropriately documenting their work, and demonstrating professionalism throughout all these activities by being timely and attending to the privacy and confidentiality of their clients via proper storage of confidential materials. As part of this, trainees are required to write a DAP note for each session they have with their UB clients; these notes are stored in our confidential filing cabinet in the records storage room of the Clinic. These notes must be completed onsite on the same day as your counseling appointment, and stored in the secure area of the Clinic. These notes should not leave the Clinic or Learning Commons!! The sole exception to this rule is for when you bring your materials to our class meetings, after which you must return all materials to the locked file in the Clinic. DAP NOTES ARE DUE THE NEXT CLASS PERIOD AFTER YOUR SCHEDULED CLIENT SESSION. DO NOT WAIT TO TURN THESE NOTES IN. Failure to turn in timely and/or accurate records constitutes a violation of professionalism and will affect your grade.

Make sure you keep a record of your “client’s” attendance in your sessions, as you will be asked to report on this after the sessions are completed (again, this is an assignment for both you and the “client”).

- Finally, trainees will present several 7 to 10 minute segments of their recorded session(s) to the class to receive feedback on their counseling performance (for more information about presentations, see “Presentations and Treatment Plans” under point 5 of this syllabus).

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Threats of Harm to Self or Others

If your UB client ever hints at or shares ideation or passive or active intent to harm self or others, you must seek assistance immediately! Here are your sources of assistance:

1. The Clinic Assistant providing “Back up hours.” This person is providing back-up during the Clinic’s evening hours.

In the event of a crisis, where it would not be safe for the client to leave the Clinic, seek help from the Clinic Assistant immediately! This means interrupting her or him if need be.

2. The faculty member who is scheduled for emergency consultation. See the chart posted in the clinic for this information.

3. Me. When you are not facing an immediate crisis (as above) please call my cell phone 410-709-8671 as soon as possible. Please know that I may be teaching or otherwise
unavailable, which is why the clinic assistant and faculty member on call are to be your first point(s) of contact. I will return your call as soon as I am able.

**Remember: In the event of a crisis, first go to the Clinic Assistant and then call me as soon as possible.**

You must practice within your scope of competence, and it is beyond your scope to assess whether a true emergency exists in the circumstances mentioned above (ideation, intent, etc.). So it is essential that you seek assistance anytime there is potential for harm.

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For 703 Practicum students: In your 3-credit Practicum class, you are required to complete 40 face-to-face counseling sessions (individual or group) to satisfy the requirements of APPL 703, 20 hours of which must be in individual counseling (not 1-2 session assessments). Also, these 20 hours of individual counseling must be held in an ongoing capacity (with multiple sessions with each client, not 1-2 sessions per client). To satisfy the requirements for practicum ("Field Experience") of the Maryland Board of Professional Counselors and Therapists, you must complete 125 hours of "face-to-face counseling.” These requirements will be explained further in class and in the Practicum/Internship Manual.

For 708 Internship students: Internship is a 3-credit course that constitutes 300 hours of experience accrued during the semester. Of the 300 total hours required, at least 120 hours must be spent performing on-going, face-to-face counseling. Of the 120 hours, at least 60 hours must be in individual counseling (not 1-2 session assessments). Also, these 60 hours of counseling must be held in an ongoing capacity (with multiple sessions with most clients). To satisfy the requirements for internship ("Field Experience") of the Maryland Board of Professional Counselors and Therapists, you must complete 125 hours of "face-to-face counseling." These requirements will be explained further in class and in the Practicum/Internship Manual.

You should keep careful records concerning your client contact hours and your supervision hours. Also keep careful records concerning whether your supervision is individual or group supervision. You will need this detailed information to submit to a state Board with your licensure application. You cannot count hours spent in practicum class as hours, as this would be counting them twice (once as course credit hours towards licensure, twice as counseling experience hours towards licensure).

All practicum/internship hours must be completed by the end of the University of Baltimore's scheduled semester.

3. **SUPERVISION.**
   - At your site, you are required to have **one hour per week of face-to-face individual supervision from your site supervisor.** Keep records of how much time in supervision you receive. (Note, though, that you CANNOT count your supervision hours as supervision hours if you have not yet graduated with your master’s degree.)
• At UB, you will receive 2 ½ hours of required weekly group supervision. (For more information, see above under “Class Attendance and Expectations”)

So, in this course, you will have several assigned supervisors. Because supervisors do not always agree, it is imperative that their roles and responsibilities be differentiated. Your site supervisor is the clinical professional at your site. He or she is directly responsible for your clinical work at your site, and should be working with you to conduct assessments as needed, conceptualize client concerns, and select appropriate interventions. In contrast, your university supervisor will provide a primarily didactic experience in which course material, counseling roles, and your professional development will be assessed and discussed. Class will serve as a group supervision component. However, any ideas or suggestions you receive from your university supervisor about your site clients must be utilized only in consultation with your site supervisor, with the site supervisor having the final decision. The only exception to this is when you are seeking consultation and supervision in regards to your UB “clients;” in this case, your university supervisor is the primary supervisor, and any ideas or suggestions you receive from your site supervisor must only be utilized in consultation with your university supervisor.

Overall, it is expected that you will take initiative to:
• set explicit goals for your own work
• monitor your progress toward meeting goals
• seek out and use feedback from others in class and at your site
• evaluate your learning and performance
• assess personal strengths and weaknesses
Your progress on these objectives will be discussed in your journal and your final paper (see below).

4. FORMS.
• UB university forms/policies: All due by end of 1st class (background check needs to be completed before first class for people seeing minors at their sites).
  • You must fill out the UB Insurance form. Students also need to make sure they are covered by the insurance of their site while training at the site and/or have their own personal liability insurance.
  • UB Student Activity/Trip Release and Indemnification Agreement
  • Background check (REQUIRED for all students). When working with anyone under 18 in your practicum, you need to have a background check, which means you need to go directly to the nearest CJIS location (e.g., Reisterstown Road Plaza) and provide the numbers below (it should be free as a result). See all CJIS locations at http://www.dpcs.state.md.us/publicservs/bgchecks.shtml

IMPORTANT NUMBERS:

UBPD’S ORI#: MD0040700
UBPD’S Authorization Number: 9300003694
• The Site Information form and the Contract with Supervisor form MUST be turned in by the 1st week of class. These documents provide information to the program about your practicum as well as cement your agreement with your supervisor regarding what practicum this semester will entail for you. Remember, the contract with your supervisor is both a statement of your duties as well as a protection for you!

• The Self-Evaluations should be completed by the student in the first and last weeks of the course. Students will turn in both completed forms to the course instructor at the beginning of class.

• The Supervisor’s Evaluation form needs to be returned to the instructor by you (or your site supervisor) by the time of our Finals Week meetings. A portion of the Supervisor’s Evaluation needs to be filled out by the student: the student should first fill out the student self-evaluation portion of the evaluation and then give the evaluation for the supervisor to complete. Please ask your supervisor to go over the evaluation with you in your final supervision session. Follow up with your supervisor! If you or your supervisor do not submit the completed evaluation by the due date, you either will not get a grade for practicum OR your grade will be lowered, at instructor’s discretion!

• Turn in a copy of the Supervised Clinical Experience Documentation Form at the end of the semester so that UB can keep a copy on file. However, you should keep the original notarized copy for yourself in a very secure place, as you will need this document when you apply for licensure.

5. OTHER ASSIGNMENTS TO PROMOTE DEVELOPING YOURSELF AS A HELPER.

• Presentations, Web Form L Process Notes and Treatment Plans. You will sign up for presentations on your clients on a regular basis throughout the semester. When possible (in the case of UB clients) your presentations will involve showing selections from your recorded sessions. At least one presentation will be on your UB client and the other presentations will be on your site clients. You will hand in a treatment plan and a Web Form L (available on Sakai) on your clients for the first two presentations (delete all identifying information). Use the relevant Treatment Planner, and, when possible and/or salient, include your treatment plan and Web Form L ideas in your presentation.

We will structure each class at the outset in "triage" manner by considering the most pressing issues first. This means that presentations will sometimes occur later on in the class period.

• Journal. Please keep a journal that chronicles important points in your practicum. Weekly entries should explore your sessions with clients, meetings with your supervisor, your readings and class meetings. You should have a total of 14 entries by the end of the semester. Include situations that challenge you, situations in which you believe you did well, the emotions that you experience about any of these, and anything else that is an important part of your developing counselor identity. By the
end of the semester, it is expected that you will have written *at least once each* about your individual supervision sessions, a challenging client and class sessions, with a focus on *your* behaviors, thoughts and feelings. Entries should be at least 1 full page per week (typed). **FIRST HALF (7 JOURNALS) DUE AT MIDTERM; SECOND HALF (7 JOURNALS) DUE LAST CLASS PERIOD at the beginning of class uploaded to SAKAI.**

- **Supervisee Rights and Responsibilities.** We will have an online discussion posted on Sakai highlighting the expectations of the supervisee role. The purpose of this assignment is to help you better understand your role in supervision, as well as what to expect out of this experience. Further instructions on this assignment will be posted on Sakai.

- **Course Reflection Paper.** For your final project, please write a reflective paper on your practicum experience (including both the classroom and site components). *The paper should focus on the objectives under "Supervision" above.* The paper should be 5 pages long, double-spaced, 12-point font with 1-inch margins. **DUE LAST CLASS PERIOD at the beginning of class, uploaded to Sakai.** In addition to the objectives listed above, please address the following questions:
  
  - How valuable was the practicum experience to you?
  - What specific experiences do you think made you stretch and grow as a professional?
  - What could you have done differently during your practicum to improve the learning experience?
  - Would you recommend this placement to others? Why or why not?

6. **WRAPPING UP: Final Individual Meeting with Instructor.** Instead of a final exam, each student will meet individually with the instructor in LC 406 during the final exam period which is scheduled on **Monday December, 9, 2019 @ 2:00 PM.** During this short meeting, students should be prepared to talk about what their experience has been this semester in practicum, what they are seeing as their major strengths and growth edges, and any other important issues students feel would be salient to talk about. (Do NOT save for this meeting discussion of all the issues or problems you have had in practicum/internship; these sorts of things should be talked about with the course instructor AS THEY ARISE rather than being talked about at a time when potentially little or nothing can be done about them given it is the end of the semester.) This meeting is also an opportunity for feedback to be exchanged.
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| Prior to First Class     | 1. Finalize site contract and supervision contract with your site supervisor. Schedule your weekly 1-hour individual supervision sessions with site supervisor.  
                          | 2. Complete orientation activities at your site                                                                                                                                                       |
| 8/26 First Class         | 1. Print, read carefully, and bring Syllabus to first and every class  
                          | 2. Print out and bring all the forms and handouts under “Files Directory” on Sakai to first and every class  
                          | 3. Print, fill out, and turn in each of the following forms:  
                          | i. Practicum Student Self-Evaluation PRETEST  
                          | ii. Student Activity Trip Release…Agreement  
                          | iii. Practicum Site Information Form  
                          | iv. UB Student Liability Insurance Form  
                          | v. Background check—see syllabus for instructions. This is something you will need to arrange for on your own, and you MUST do this before our second class AND before you see any clients under age 18.  
                          | 4. After completion of your PRETEST (above) write down 3 or 4 specific goals you have for your learning for this semester and be ready to share them                                                                                                                                 |
                          | 2. Read CNO, Ch. 8, pp. 277-290; Process of Change; Ch. 9. pp. 319-324; Client Factors in Treatment Planning                                                                                                                                                   |
| 9/16 Third Class         | 1. Read CNO, Ch. 9, pp. 324-325, Therapist Factors in Treatment Planning;  
                          | 2. Read CNO, Ch 1, pp. 15-26; 325-326, Evidence-Based Practice                                                                                                                                                                                             |
| TBD                      | 1. See your UB practice “clients,” write DAP notes, and turn in your DAP notes to Dr. Soheilian in the class period immediately following each session.                                                                                                                |
| First Half of Semester   | 1. Conduct at least 3 formal class presentations on your work. One presentation will be on your UB practice “client”, and the other presentations will be on a site client of your choice. For the first two presentations, hand in your Web Form L and treatment plan on the client you present on. |
| TBD                      | 10/7 Online Discussion Sakai Discussion Questions: Supervisee Rights and Responsibilities                                                                                                                                                                    |
| 10/14 Midterm           | 1. Hand in your journals from the first half of class (7 journals – upload to Sakai)                                                                                                                                                                        |
| 12/2 Last Class          | 1. Practicum Student Self-Evaluation PRETEST and POSTTEST  
                          | 2. Course Reflection Paper (uploaded to Sakai)  
                          | 3. Journals from the second half of class (7 journals – Uploaded to Sakai)  
                          | 4. Turn in the Termination of Practicum Agreement (signed by both you and your site supervisor) to instructor IF you will continue to see clients at your site over the semester break once the course is over                                                                                                                                 |
| 12/9 Finals              | 1. Have completed your final meeting with instructor  
                          | 2. Hand in your Practicum Site Supervisor’s final evaluation of you                                                                                                                                                                                           |
**Evaluation**

Your grade in this course will be determined by your instructor. During the grading process, the instructor will take into account the evaluation completed by your field supervisor(s); however, students should not assume that the proposed grade assigned by the field supervisor(s) will be the same grade assigned by the instructor for the final course grade. The field supervisor’s evaluation on the student will occur at the end of the semester. If you fail to provide your instructor with the Supervisor’s Evaluation form by the end of the last week of classes, your grade will automatically be lowered by your omission of this important document. In addition, it is considered to be a part of the trainee’s professionalism that all assignments and documents are turned into the instructor on-time, and that these assignments reflect the student’s best efforts. Failure to meet these expectations will result in the lowering of your overall grade.

Evaluation criteria will include:

- the objectives on the first and second page of this syllabus,
- the general and specific expectations put forward in this syllabus,
- the PCPE (available on Sakai),
- the specific skills included in the Supervisor Evaluation forms,
- and other criteria established at your off-site placement.

All of these skills are important in being an effective counselor and it is the ethical responsibility (according to both ACA and APA Codes) of both counselors-in-training and supervisors to guard against harm or potential sources of harm to clients and future clients. Counselors can be a source of harm!

It is not expected that you have mastered all of these skills at the outset of practicum. In fact, it is not assumed that you have not mastered any, at least in your first practicum! It is expected that you will seek and learn from feedback, and in this way

- learn the skills, showing improvement (relative to your own level at beginning this course) over the course of the semester, AND
- that you are able to demonstrate a developmentally-appropriate and acceptable level of professional, counseling, and interpersonal skills by the end of the semester.

Because the delivery of competent treatment is a shared responsibility between you and your supervisors, it is especially important that you bring all concerns that you have about your clients to your supervisors. Please carefully review the description of legal and ethical issues concerning practicum contained in this syllabus. You are expected to meet this level of professional and ethical behavior.

**Personal and Interpersonal Competencies.**

Clinical competence requires personal as well as professional development; therefore, counselor educators have a professional and ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and APA (2002) ethical guidelines require educators to evaluate students’ professional and personal development and ensure competence in these areas. They include, but are not limited to: 1) interpersonal and professional competence; 2) self-
awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. These and related competencies are the basis of semi-annual evaluations that are conducted on all UB counseling graduate students. (See Standards for Counseling Graduate Students, posted on Sakai). The Professional Counseling Performance Evaluation (PCPE) has been adopted at UB to serve as a measure of student progress and deficiencies on the dimensions outlined in the Standards document. The PCPE (posted on Sakai at the end of the Standards document) will be used to evaluate and provide feedback to students in this course on proficiency in communication, counseling skills, ethical practice, and personality or behavior traits that may interfere with providing professional counseling at an acceptable level. A poor evaluation on the PCPE may result in failing this class. A mean score of .50 or less on one or more of the evaluation areas of the PCPE will result in a failing grade in this course.

Use of good interpersonal skills and professional demeanor during class time and in all of your counseling duties, therefore, are important to your grade in this course. These things will earn you a low grade, result in being asked to leave a class, or result in dismissal from the course:

- persistent lateness,
- a lackadaisical attitude,
- disrespect toward classmates, supervisors or the instructor or disinterest in their concerns and perspectives,
- argumentative or disruptive behavior in supervision or class meetings
- lapses in protecting confidential information, including taking DAP notes out of the Clinic, other than to bring them to class
- lack of openness to feedback,
- an inability or unwillingness to be vulnerable in ways required for good self-reflection,
- conversing with classmates, texting, using a laptop or tuning out during class, or other interpersonal problems

These things will contribute to a positive evaluation:

1. Respect toward others (listening, empathy, supporting).
2. Giving and receiving feedback appropriately (not attacking, using tentative language, speaking from your own experience; giving both positive and constructive feedback)
3. No advice giving
   -Do: give suggestions BUT speak for yourself and own your own experience
     EX: “I struggled with this and here’s how I handled it”; “I wonder how it might be to try ___”
   -Don’t: tell others (or give the impression of) that there is one right way to do things (yours)
     EX: “You should ___”; “I think the best way is that you have to ___”

Why no advice-giving?
-It gives the impression that there is one way to do things, and in counseling there are often multiple good ways to be effective
-It takes away from someone else’s personal process of trying things out and
finding one’s own voice/style as a therapist
-It is irritating and you may come across as a know-it-all (and who knows it all?)

Why do we still need other people’s suggestions?
-We are immersed in a learning process, and need creative solutions for tough problems
-Some things will work for most therapists, and it is often our own doubts and anxieties that may keep us from using these suggestions effectively

Specific Criteria for Grades
The criteria below are used in assigning grades. However, this is a guide, not an exhaustive list or explanation. Evaluations will be based on observations by your instructor and site supervisor of your performance on-site and in the classroom, on your recorded Clinic sessions, session notes, treatment plans, journal, and final reflection paper. Performance will be measured on the PCPE, the Instruction Evaluation Form, and the Supervisor's Evaluation Form (These documents are posted on Sakai).

A: Progressing at or above the expected developmental level in regards to use of counseling and professional skills with clients and classmates. Open to feedback and clearly demonstrates an ability to incorporate feedback in an ongoing fashion into one’s counseling performance. Has clearly been successful at incorporating feedback by the end of the semester. Clearly immerses self in the learning process, engaging fully in increasing self-awareness and self-reflection. Demonstrates an excellent balance between relying on self versus relying on others (i.e., consultation). All assignments completed fully, in a conscientious, detailed, and timely manner.

A-: Progressing at the expected developmental level, yet some smaller issues continue to need work. For example, the student may have worked to incorporate feedback, yet may still need some improvement. Or, one or two assignments may have been late or completed in a seemingly offhand manner. Or, student may need to immerse self more in the learning process, or need to tweak the balance between being independent versus dependent in her/his counseling training.

B+: Progressing just below the expected developmental level. Student may have worked to incorporate feedback, yet needs moderate improvement. Or, student may have failed to consistently turn in assignments in a timely and conscientious manner. Relational issues with clients or classmates. Problems with class attendance. More than one problem area.

B: Progressing below the expected developmental level. Student may have worked to incorporate feedback, yet needs even more improvement. Usually, a grade of “B” will be warranted if the student has demonstrated a few of the issues noted above. Moderate problems with class attendance.

B-: Progressing far below the expected developmental level. Student may have completely failed to attend to and incorporate feedback, may be showing significant counseling skills and/or professional behavior deficits, and/or may have failed to demonstrate any noticeable growth over the semester. Relational problems with classmates, instructor, and/or clients.
Significant problems with immersing self in the learning process: student may not be demonstrating any noticeable gains from the expected self-reflective and self-awareness processes. Significant problems with class attendance.

C and lower: Practicum requirements not met. For example, a full 40 hours of counseling face-to-face experience (with at least 20 hours of individual) may not have been met. Other examples of this level of work may include problems with one’s counseling performance, relationships with peers, supervisor or instructor, self-reflection and awareness, or class attendance.

F: Severe problems with counseling performance, relationships with peers (severely limiting/compromising, or damaging, the supportive atmosphere necessary for group supervision), failure to create and maintain a mutually respectful and positive relationship with site supervisor or practicum instructor, inability to reflect on one’s own role in problems in relating to clients, peers, instructor or supervisor and modify one’s behavior in these situations; missing more than 3 practicum class meetings.

In addition, evidence that a student has made a clinical error with a client, resulting in treatment that is questionable with regard to the accepted “standard of care” that is not reported as soon as possible to the supervisor and practicum instructor may result in an automatic grade of F in the class.

**"Developmentally appropriate" expectations appear below.**

**The following skills should show ongoing development in the first practicum:**

1. Develop rapport. Demonstrate empathy. Use Hill's Stage 1 skills well.

2. Be willing to share your anxieties, vulnerabilities and concerns about your work with clients. Bring your concerns to class (they are normal and expected)! Be supportive of classmates, and in so doing, help create a safe and positive atmosphere for learning in the classroom

3. Demonstrate openness to feedback and ability to incorporate feedback into ongoing work with clients.

4. Conceptualize client's problems from a theoretical perspective

5. Formulation of treatment plans from a theoretical perspective, and from a research base. The Treatment Planner should be very helpful to you in doing this, but use careful and critical thinking in selecting from the possible treatments that are offered.

6. Increasing awareness of possible transference and countertransference dynamics that occur in counseling. Continually engage in a process of self-reflection and self-awareness about skills, attitudes, strengths, vulnerabilities, and transference/countertransference phenomena.

7. Remember that 30% of counseling outcome is due to the relationship. Therefore, attend to it!
15% due to hope/expectancy

15% due to theory/technique

(40% due to client factors)


Second Practicum and Beyond

All of the above with more emphasis on #4-7.

Accommodations/Academic Adjustment

Anyone who requires special accommodations because of a disability registered with the Center for Educational Access must present the appropriate form from that Office to me as soon as possible.

University Closing Policy

Should the university close as a result of inclement weather or other unforeseen circumstances, the instructor will post on our class Sakai site instructions for what will occur for the affected class period(s). In such an event, students need to be aware that class may be canceled, conducted online via Sakai, or involve some other alternative.

Syllabus Addendum: Student Success Resources

Also, please see the Student Success Resources syllabus addendum for other information helpful to your studies at UB, located at the following URL: https://ubonline.ubalt.edu/access/content/public/policies-resources.html

A Note Regarding This Syllabus

The instructor reserves the right to make any changes to the course or this syllabus at any time, as appropriate.
Standards and Expectations for Graduate Counseling Students

In addition to the specific criteria listed as the basis for grading in this course, the UB counseling psychology faculty has adopted the following set of standards for graduate students. Each of these standards represents a skill set that is essential to becoming a competent professional, and will guide the evaluation of your performance in this and all counseling classes.

The Standards and Expectations for Graduate Counseling Students include, but are not limited to, the following:

a) Academic performance and skills
   You will be evaluated on academic and clinical skill areas, such as quality of completed assignments, writing skills, attendance, basic listening and attending skills, development of a theoretical orientation, record keeping/case notes, and so forth.

b) Oral and written communication skills
   Professional counselors must be able to communicate clearly and effectively with clients, colleagues, and others. Students’ oral and written communication skills will be evaluated based on students’ grades and the observations of instructors.

c) Motivation for academic and professional competence
   This is manifest on a regular basis by your classroom performance and preparation. It is manifest by your attitude toward learning and professional development and by your willingness to continually learn and improve your mastery.

d) Adherence to professional ethical standards
   Professional ethical standards include those found in the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, the American Counseling Association’s Code of Ethics and Standards of Practice, the Maryland Board of Professional Counselors and Therapists’ Code of Ethics, and the Board of Examiners of Psychologist’s Code of Ethics and Professional Conduct. UB and ABS standards regarding academic integrity also constitute ethical expectations of students. Professionals and trainees must be aware of these standards and meet them; inattention to or ignorance of these standards does not remove accountability.

e) Openness to beliefs and values other than their own
   You must exhibit the ability to work with people whose beliefs and values differ from your own. It should be clear through your interactions with faculty and other students that: (1) you do not impose your own values and beliefs on others, and (2) you do not let your own values and beliefs interfere with the counseling process.

f) Capacity for self-reflection and personal growth
   You show that you are willing and able to accept criticism. You are responsive to feedback from those who are more trained and experienced than yourself and also from your peers. You attempt to change those personal and professional behaviors that need changing. You manifest this through your interactions with faculty, with administrators, and other students.
g) Maturity as reflected by attitude toward self and others
You take your responsibilities seriously. You interact appropriately with peers and professionals. You manifest this attitude through your interactions in the classroom and in all the surrounding environments of UB’s Counseling Psychology Programs.

h) Willingness to seek as well as provide therapeutic assistance.
Legal and Ethical Issues Regarding Competence of Practicum Students

As a practicum student, you must be aware that you are responsible for practicing in accordance with the Ethical Code of the American Counseling Association. You are required to meet all of the standards of the Code, which are considered minimum standards. That is, performance that meets the standards outlined in the Code is obligatory, and considered the lowest level of acceptable practice!! Higher levels of performance than those specified in the Code are what we strive for.

Competence is a chief ethical concern. The Code requires that you not use any counseling technique for which you have not yet developed competence, unless you are being supervised in the use of that technique. Legally, the level of competence that is required is the “standard of care” that is recognized and utilized by other practitioners in the field. By virtue of having passed Basic Counseling class (or its equivalent at another institution if you are a CPCS student), it is assumed that you have developed competence to use those basic skills to establish initial rapport and develop ongoing collaborative therapeutic relationships with your clients. Nevertheless, you will be supervised on your use of your basic skills, and you must provide your supervisor and instructor with sufficient examples of them so that we can provide meaningful feedback to you. ANYTIME that you struggle with rapport-building (and we all do) is the time to talk with your supervisors. Obviously, more advanced skills will require ongoing supervision as well. This supervision will be given by your site supervisor, and by your practicum instructor in our weekly meetings, and at other times as needed.

You should also be familiar with the ethical and legal obligations of supervisors:

1. to provide you with sufficient clients/practice opportunities for you to develop your skills
2. to provide supervision sufficient to protect the welfare of all of your clients (This means that a supervisor must be aware of how you are doing and what you are doing with every client.)
3. to require and support your compliance with all legal, ethical, and professional standards
4. to provide you with regular feedback and evaluation (You shouldn’t be surprised at the end of the semester.)
5. to teach you therapeutic skills
6. to address any cultural differences that exist between you that may impede your supervisory relationship in any way
7. to refrain from any potentially exploitative dual relationship with you

Furthermore, your supervisors bear legal responsibility for the welfare of your clients. Your supervisors are directly liable and vicariously liable for what you do with clients. Direct liability pertains to actions taken by supervisors (like giving you bad advice) that result in harm to your clients. Vicarious liability pertains to supervisors’ responsibility to oversee everything that you do. If you do things that the supervisor is unaware of, the supervisor can still be held liable. This is why it is essential that you bring ALL of your concerns about your clients to your supervisors, and that we have an atmosphere in our class where everyone can share their most scary and vulnerable and embarrassing experiences. (Times that you feel most incompetent are those that we most need to share, and must share.)

As previously stated, it is the responsibility of every member of this class to contribute to building this safe and supportive environment.
DAP Notes

DAP notes are the kind of case notes you will use for your record-keeping of the counseling sessions that you conduct in the Counseling and Training Center. Remember, you need to treat these records like you would any counseling records—they are private, confidential records whose confidentiality you are ethically and professionally required to protect. You will complete one note per session with your client.

What is a DAP note?

DAP notes are comprised of single-spaced text and should be no longer than one page (most will be about a half page). DAP notes should be written in ink. There are three sections to a DAP note. The “D” stands for “Data,” and this is the section where you write the what of your session: what happened, what did the client say or do that seemed important to record, what did you say or do as the therapist that is important to call attention to. Typically ranging between 1 and 3 paragraphs, this section should be written using precise language such as “the client said” and “the client indicated.”

The “A” stands for “Assessment,” and this is the section where you write more about the underlying content of the session, the salient hypotheses you have about the client, or the progress or pitfalls you see the client currently experiencing. This section ranges from two to four sentences, and should be written using tentative language such as “it seems the client” and “it appears.”

The “P” section is the “Plan” section, and this is where you write about your thoughts on what is to come in your therapy with the client. In other words, as a mindful therapist you are putting to paper your thoughts about what you will be working on with the client in the next session. This section is typically about 1 to 3 sentences long; you want to be realistic about what can be accomplished in the next session, so writing more than 3 sentences is probably holding yourself and your client to unrealistic expectations. This section should be written using tentative, forward-looking language. (See Example of a DAP Note, this document.)

When writing DAP notes, keep in mind that the language you use to describe your session is incredibly important. You are creating a document of your session, and this document could conceivably be used in a court of law or other arena where you would want your professionalism and ethics to shine through. This document reflects you as a professional, so make sure it is your best work!! This means that spelling, grammar, punctuation, legibility, and appropriate use of language are things you should attend to in writing these notes. Your language should be objective (rather than subjective or judgmental), should be precise (make it clear who the comments are coming from by using firm language when something is coming from the client, “client said”, or by using tentative language, “it appears”, when it is coming from you, the counselor), should communicate respect for the client, and should have a collaborative tone (rather than having a tone of competitiveness or adversity—unless your relationship with the client does seem to have adversarial components to it; if this is the case, make sure you document this observation about your relationship using tentative language and citing evidence that supports your observation).

Termination Session Notes

When you terminate with your client, you need to write your notes a little differently for that particular (termination) session. First, you need to note in your “D” section that this was the
last session with the client (you may also want to include here any important events in terminating, like the client’s feelings about terminating or any feedback the client had for you about her therapy, as these could be important things to take into account in any future therapy with the client). Second, you need to write your “P” section differently; namely, you will say something along the lines of this: “Given that this was our last session, there is no plan for a next session. However, it appears that it could be beneficial to continue working on _____ with the client should she return to counseling in the future.”

Storage of DAP Notes
You will store your DAP notes in the secure storage area in the Counseling and Training Center when the notes are not in use. DAP notes should be written the SAME DAY as your session, and should be written in private surroundings. DO NOT take them home with you!!

Example of a DAP Note

Client: D. A. (use initials to further safeguard client privacy)
Therapist: Alvin
Session #: 3

D: This session, client talked more about her feelings towards her father and her thoughts about her father’s relationship with client’s stepmother. Client said that she loves her father yet wishes he would spend more time with her as opposed to focusing on her stepmother. Client said that she has felt more distanced from her dad in the past few years since her parents’ divorce. She described her sadness about feeling this distance even though she has been living primarily with her father since the divorce, and explained that she has had difficulties connecting with her stepmother. Client stated that she sees her current relationship struggles in establishing her own long-term, committed romantic relationship as a result of her own mixed feelings about her parents’ ultimately unsuccessful relationship. Client said that she feels “unlovable” by her father and mother, and that she is afraid that her future partner would not be able to truly love her, either. Client was quite tearful as she shared this fear about the future.

A: It appears that the client’s core belief about herself is that she is unlovable as evidenced by the client’s statement in session. It seems that her self-esteem needs may not have been adequately addressed as a child and she may not have received enough feelings of love and genuine affection from her parents while growing up. As a result, it appears that she doubts anyone’s ability to love and value her deeply, and may be struggling with the ability to value herself as well. Therefore, it appears the client may opt out of potential relationships out of a sense that she does not deserve them because she does not deserve love.

P: Continue exploring with client her feelings of being “unlovable.” Process with the client the reasoning behind her feeling that she is unlovable. Also, explore with client the hypothesis that she may not feel she is deserving of love in her future relationships.
What you need to share with your client:
Confidentiality & Informed Consent Checklist

(Take this sheet in to the first session with your UB clients and go over it with your clients)

Make sure your client both understands and consents to the following:

1. You are a counselor in training, and your work will be supervised by your practicum instructor (tell them who I am by name so you can make sure it is OK). Supervisors will view recordings in order to help the counselor help the client more effectively.

2. For the purposes of YOUR training, the session will be recorded (audio and video). Let them know that this tape will be stored in a locked facility and that their confidentiality will be protected. Let them know that the focus of the taping is on YOU and to help you become a better counselor.

3. Tell them that, with their permission, a small class (10) of graduate students training to be counselors will be watching portions of tape to focus on you – that is, how you can help your client more effectively. Tell them all the people in this class are ethically bound to protect the client’s confidentiality.

4. What they say in session is considered confidential & private, and will not be shared with anyone outside of our training group. The only exceptions to this would be if the student seemed in danger to self or others, or if there was reason to believe that minors or vulnerable adults were or are being abused.

5. Dual roles—You are both students at UB, and may run into each other outside of sessions. Discuss with your client how this will be handled in case you do unexpectedly meet. (Will you say Hi? Will you pretend not to notice each other? etc). Emphasize that you will not reveal your client’s identity (or that s/he is/was your client) to anyone who may be with you or with your client at that time.

6. Tell them that you will see them for three sessions only, on the career-related issues that they’ve been asked to discuss for this assignment. If the student wants to enter "real" counseling, your can arrange a referral to UB’s Counseling Services.

Talk about these points with your clients, discuss any questions or concerns, and then have them read and sign the informed consent form. You may then begin your session (“we have three sessions together; what would you like to talk about during this time?”)