

VII. CLINICAL TRAINING COURSES

The four (4) practica courses totaling twelve (12) units listed and described below are designed to assist students in maximizing their counseling/clinical skills. An optional 5th class is available (591) for students who have completed their full practicum year but have not completed their required 280 DCC hours.

COUN 511 A/B (3) Pre-Practicum

This course will prepare students for conducting initial interviews and establishing therapeutic relationships in their practicum. Specifically, the course will introduce students to the initial phase of the counseling process, including forming a relationship with culturally diverse clients, facilitating client self-exploration, helping to establish client goals, and assessing for crisis (“red flag”) situations.

COUN 530 A/B (3) Beginning Practicum

This course provides Part I of the supervised counseling fieldwork experience (practicum) in appropriate community settings. This course will provide students with opportunities to: (1) acquire counseling experiences and competencies with a diverse clientele consisting of groups, families, couples, children, and individuals, (2) develop a personal counseling style, (3) develop an understanding of and skill in writing case summaries and treatment plans, (4) participate in group supervision of cases, (5) participate in peer support groups (6) explore professional issues and development, (7) develop case presentation skills, (8) discover personal issues and triggers in counseling, including gaining an awareness of interpersonal processes that might impact therapeutic relationships, and (9) attend to legal and ethical issues.

COUN 584 A/B (3) Advanced Practicum

This course continues the supervised counseling fieldwork experience (practicum) in appropriate community settings. In addition to the opportunities provided in Counseling 530 A/B, students will become skilled in (1) making case conceptualizations that demonstrate the ability to integrate theory with practice; (2) conducting cultural formulations to ensure appropriate strategies and techniques are used; (3) appropriately using the current DSM in making treatment plans (when applicable); (4) formulating case conceptualizations; (5) complying with current BBS regulations and ACA & CAMFT ethical standards.

COUN 590 (3) Case Conceptualization and Advanced Counseling Techniques

Prerequisites: enrollment in either COUN 530 A/B or 584 A/B. This course focuses on case conceptualization and the integration of advanced techniques into the student’s repertoire of counseling skills. Case presentations and analysis of video recorded sessions will be emphasized. This course must be taken as part of the year-long practicum experience and may precede or follow COUN 584 A/B, depending on the semester COUN 530 A/B is taken. (Ex: Spring COUN 530 A/B, Summer 590, Fall 584 A/B; Fall COUN 530 A/B, Spring 584 A/B, Summer 590). **Note:** Following the practicum year, COUN 590 may be repeated for credit. Students who complete their practicum experience ***must*** continue to enroll in COUN 590 until they graduate if they desire to continue performing/earning trainee experience hours. All experience hours earned before graduation must be gained under the provision of a 4-Way Agreement, which includes registration in a practicum class.

COUN 591 (3) Advanced Practicum II

Prerequisites: Completion of COUN 530 A/B, 584 A/B & 590. COUN 591 is required if, after completing the full practicum year a student has not yet gathered all of the 280 required DCC hours. Students who have completed these hours would register for 590 instead (see Note

above). Topics from COUN 584 A/B & 590 are continued in greater depth and complexity in 591. Students must enroll for the entire semester, even if they complete the 280 DCC hours before then.

Grading Policy for Practicum Students

The Department of Counseling faculty at CSUF is responsible for serving as gatekeepers to the profession of counseling and has therefore set high standards for the delivery of quality care to consumers of counseling services. Practicum is a performance-based course. Students are evaluated according to *demonstrated learning* of developmentally appropriate professional, ethical, and culturally sensitive counseling skills. The standards for credit/no credit grades based on this demonstration of learning follows:

Credit: A grade of “Credit” indicates that a student is making competent and appropriate progress in their development of counseling skills, professionalism, and legal and ethical behavior, as well as gaining sufficient Direct Client Contact (DCC) hours. The student is also engaged in a process of becoming culturally sensitive/responsive to clients’ needs. Examples of performance for which “Credit” is appropriate include the consistent integration of feedback into counseling performance, the use of questioning and self-reflection, and the ability to form a therapeutic relationship with clients within which the client can be understood and valued. As noted in the following Presentations Evaluation Rubric, in order to receive a grade of “Credit” students must score at a ranking of 3 or higher by the end of the semester in the areas being demonstrated in their presentations.

Note: The timely completion of all required class work may not necessarily result in the grade of “Credit”. Course credit will be based on the combination of participation, presentations, depth and quality of writing, and overall evaluation of therapeutic skills and professionalism.

No Credit: A grade of “No Credit” indicates that a student is making unsatisfactory progress in her or his development of counseling skills, professionalism, and legal and ethical behavior, or is unable to gain sufficient Direct Client Contact (DCC) hours. Additionally, examples of concern may include—but are not limited to—the over-anxious or over-timid student, the opinionated or domineering student, or the student who is unable to hear and incorporate feedback from supervisors, instructors, and fellow students. As noted in the following Presentations Evaluation Rubric, a student would earn a grade of “No Credit” if they are not able to merit a ranking of 3 or higher by the end of the semester in the areas being demonstrated in the presentations.

Practicum Presentations Evaluation Rubric

The following scale will be used in providing feedback on your presentations:

- 1 unacceptable performance
- 2 needs improvement in performance
- 3 appropriate performance **(expected level)**
- 4 good demonstrated performance
- 5 outstanding clinical performance
- N/A not applicable or insufficient evidence to make a rating

Note that all skills demonstrated must reach the level of 3 (expected level) or higher by the end of the semester. Also, not all clinical skills are required for each presentation as some skills may not have a chance to be demonstrated—these are just possibilities—do not feel that you need to show all of these skills in your presentation.

Preparation/timeliness	1	2	3	4	5	N/A
Professionalism	1	2	3	4	5	N/A
Openness to supervisor and peer feedback	1	2	3	4	5	N/A
Appropriate consultation with supervisor and/or colleagues	1	2	3	4	5	N/A
Awareness of strengths/growth areas for client	1	2	3	4	5	N/A
Awareness of strengths/growth areas for counselor	1	2	3	4	5	N/A
Awareness of identity as a clinical mental health counselor and marriage and family therapist	1	2	3	4	5	N/A
Active listening skills, verbal/non-verbal	1	2	3	4	5	N/A
Ability to develop/maintain therapeutic relationship	1	2	3	4	5	N/A
Awareness of relevant legal/ethical issues	1	2	3	4	5	N/A
Counselor presence, non-verbals	1	2	3	4	5	N/A
Use of silence	1	2	3	4	5	N/A
Timing of interventions	1	2	3	4	5	N/A
Use of open-ended questions	1	2	3	4	5	N/A
Being non-judgmental	1	2	3	4	5	N/A
Ability to explore affect	1	2	3	4	5	N/A
Ability to explore cognitions	1	2	3	4	5	N/A
Ability to explore behavior	1	2	3	4	5	N/A
Awareness of crisis issues	1	2	3	4	5	N/A
Appropriate action regarding crises	1	2	3	4	5	N/A
Balance of process and content comments	1	2	3	4	5	N/A
Appropriate use of process comments and/or immediacy	1	2	3	4	5	N/A
Ability to be aware of and utilize	1	2	3	4	5	N/A

interpersonal process between client and counselor						
Awareness of countertransference/bias issues	1	2	3	4	5	N/A
Ability to use countertransference awareness in the session	1	2	3	4	5	N/A
Awareness of any boundary issues between counselor and client	1	2	3	4	5	N/A
Appropriate use of self-disclosure	1	2	3	4	5	N/A
Appropriate use of assessment/DSM diagnosis	1	2	3	4	5	N/A
Ability to develop appropriate case conceptualizations through use of theory that accounts for human development perspective	1	2	3	4	5	N/A
Ability to develop treatment planning responsive to assessment, conceptualization, and cultural factors [including Severe Mental Illness (SMI) and/or co-occurring disorders]	1	2	3	4	5	N/A
Ability to utilize evidence-based practices in clinical work	1	2	3	4	5	N/A
Ability to link interventions to case conceptualization and treatment goals	1	2	3	4	5	N/A
Ability to use diversity awareness in all aspects of the clinical work	1	2	3	4	5	N/A
Ability to empathically and appropriately challenge client	1	2	3	4	5	N/A
Maintains timely and professional clinical records	1	2	3	4	5	N/A
Provides advocacy for client when appropriate	1	2	3	4	5	N/A
Provides appropriate referral sources when needed	1	2	3	4	5	N/A

Comments: