The College of Staten Island, C.U.N.Y
Department of Psychology
Mental Health Counseling Program
Clinical Instruction Practicum

PSY740/4502
PSY740/4503
Summer, 2017

Faculty Supervisor: Frances Melendez, Ph.D.
Instructor: Debra Giaramita, Ph.D.

Class Times and sections:

4740: Group Supervision: Wednesdays 9:30 a.m.-11:00 a.m.

4740/4741 Lecture: Wednesdays: 11:10 a.m.-12:40

4741: Group Supervision: Wednesdays: 12:50-2:20 p.m.

Classroom: 4S219

Phone: 718 987-1500 © (Text preferred unless it is urgent)
Email: debra.giaramita@csi.cuny.edu

Course Description:

3 hours; 3 credits.

PSY 740 Mental Health Counseling Practicum

3 hours; 3 credits

This course will focus on the integration of theoretical concepts with actual counseling techniques. The course will occur during an 10 week academic term. Students will work in a program-approved field placement for a total of at least 100 hours, of which 40 hours are accounted for by direct contact with clients in activities aimed at the development of mental health counseling skills. Experiences may include exposure to emergency admissions, intakes, psychopharmacology, psychiatric evaluation, in-service trainings, as well as the full spectrum of mental illness and the available range of treatment possibilities. An approved site supervisor will administer one hour per week of individual or triadic (one supervisor meeting with two students) supervision. In addition, students will participate in an average of 1 ½ hours per week of group supervision by a faculty member. Students must obtain student liability insurance prior to field work. Students will be evaluated intermittently throughout the practicum, and with formal evaluation and documentation at the conclusion of practicum.
Pre-requisites: Acceptance into the Master’s in Mental Health Counseling Program and permission of the Program Director.

Student Privacy Statement:
At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

Course Goals:
This course is intended to give students supervised training experience before they begin their 600 hours of internship. They will practice conducting intake interviews, carrying out diagnosis and assessment, providing counseling and writing appropriate documentation of the services they design. Through [shadowing] arrangements with mental health professionals in various mental health settings, students will become familiar with [a] professional settings, (will observe experienced practitioners at work,) and will become familiar with providing services to culturally diverse populations and understanding and applying ethical standards and research supported practices.

If you are concerned about what you observed or what happened to you at your practicum internship please contact Faculty Supervisor Dr. Frances Melendez immediately. Report any concerns to an onsite supervisor as well. Do not wait for class or for your next scheduled day at the site.

Course Objectives:
The student will:

1) Be able to effectively diagnose a patient with an understanding of the developmental, and diagnostic issues essential to effective mental health treatment.
2) Demonstrate competency in interviewing skills and develop a mastery of basic counseling skills as it applies to the psychotherapeutic process.
3) Be able to effectively discuss an ethical and legal dilemma by naming and defining at least three ethical and legal issues applicable to a mental health counseling scenario.
4) Demonstrate an understanding of professional, research, legal and ethical issues applicable to mental health counseling.
5) Demonstrate an awareness and sensitivity to critical clinical issues in counseling (psychological problems such as depression, anxiety, psychotic processes, suicidal/homicidal ideation), as well as environmental stressors such as neglect, abuse, bullying, poor social support and substance abuse.
6) Have a strong understanding as to when to refer when appropriate.
7) Demonstrate an awareness of the professional and ethical codes of conduct in mental health and how the codes translate into the therapeutic relationship.
8) Be able to work collaboratively with peers, client, teachers, parents or other pertinent treatment providers to develop individual counseling goals and objectives.
9) Be able to facilitate a client’s decision-making and personal responsibility that is consistent with the individual’s culture and beliefs.
10) Utilize micro-skills/interviewing skills most appropriate for the client and in consideration of the setting.
11) To develop an awareness of self as a helping professional, examine own clinical work, and well as provide appropriate feedback to peers.
12) Initiate the development of professional writing/documentation skills as beginning counselors.
13) Demonstrate interviewing skills (as determined by rubric) at an adequate level or above while playing therapist in class role-play.

Methods of Addressing the Above Objectives:

The learning objectives of this course will be addressed through:

1) Handouts distributed in class and posted on blackboard.
2) Viewing DVD’s.
3) Power-point, lecture and media (in class and on blackboard).
4) Direct experience through role-play and internship experiences. Students will enter into role-play situations as therapists and clients.
5) Class activities.
6) Discussions in class and on blackboard discussion board.
7) Process of internship experiences.
8) Journaling/learning logs.
9) OASAS- (web-based NYS training course: “motivational interviewing in a chemical dependency Treatment setting.”
10) An in class scenario subject to identification of at least three ethical and legal issues. This will be a collaborative exercise.
11) In class case examples.
12) Reading Assignments and application of reading.

The assessment of objectives of this course will be completed through:

1) Fishbowl activities with peer and instructor feedback.
2) Case scenario. Assessment through identification involving 3 ethical and legal issues and reasonable explanation.
3) Reflection paper.
4) **Self Assessment paper**
5) **Role plays in class.**
6) **Certificate of completion (online NYS training course)**
7) **Discussions (online and in class)**
8) **Learning logs/journals**
9) **Dyads /collaboration**
10) **Attendance and punctuality**
11) **Application of required reading in class discussions and activities.**
12) **Case Report and presentation.**

**Recommended Textbooks (NOT REQUIRED)** Your professor will be using these textbooks throughout this course for in class reading, discussions, and lectures.


**Suggested Journal Articles: (Historical purposes).**

- **Anastasia, A. (1992).** What counselors should know about the use and interpretation of psychological tests. *Journal of Counseling and Development, 70* 610-615.


**Treatment Manuals: (Recommended NOT REQUIRED and for historical purposes)**
These manuals will be used by instructor during class.

*From the Client-Centered and Behavioral Tradition:*


*From the Cognitive-Behavioral Tradition:*


*From a Psychoanalytic Tradition*


**Course assignments:**

1. **Read all assigned readings in detail.**
2. **Participate in classroom discussions.**
3. **Counsel two student/clients. The clients will be counseled using one of the training manuals listed as a course text.**
4. **Participate in class role-plays and supervision. We will be doing role-plays to gain familiarity with the various approaches to counseling, to reinforce ethical standards in the field and to prepare for professional challenges such as interacting appropriately with medical practitioners, handling dangerous client behavior, distinguishing serious psychiatric disorders, suicidal behaviors and clients with chronic illness and/or disabilities.**
5. **Demonstrate competence in writing a sample intake form, progress notes and a transfer/termination summary.**
6. **Hand in a log and two brief papers (one of which will be assigned by the on-site supervisor and reviewed by the Co-director of the program, as outlined in the contract with the site).**
7. **Case Report (without using a name and with permission from your supervisor, you will use a case you are able to break down).**
8. **Site Presentation**
Brief Explanation of Assignments, tasks and online certificate
(Detailed explanations of each assignment are posted on blackboard).

1. It is expected that students will attend all classes and participate at a high level of involvement. (20% of grade). Your grade will be based on the following assignments and class activities: (Rubrics will be posted on blackboard).

Breakdown of participation.

1) Role play (Therapist/client)
2) Discussions
3) Collaboration
4) Fishbowl exercises
5) Case study presentation

2. Reflective writing and recording of tasks on practicum site. This includes learning Logs/journals, an interview and treatment plan with a particular problem to be addressed. You are required to turn in at least 10 logs (10%)

3. Online Certificate NYS OASAS Addiction Medicine Free Educational Series:
Motivational Interviewing in a chemical dependency treatment center.
https://www.oasas.ny.gov/amed/edseries.cfm Certificate must be presented to me on blackboard (10%).

4. Discussion and Reflection Papers (30%) Please see instructions at end of this syllabus.

5. Site Report/Presentation (10% of grade)

This is a power-point presentation about your practicum site and should run 5-6 minutes. You will email the powerpoint to me the day before the presentation. The presentation should include (but is not limited to) the following: a) Mission and philosophy of the agency/school; b) Population served; c) Services provided; c) Funding source/collaborative partners; d) Staffing patterns/roles; e) Issues of confidentiality; f) Documentation protocol; g) Crisis protocol, h) Outcomes/performance measures; and i) Your role and perspectives. Students should be prepared to present information (5-6 minutes only – so just highlight important stuff) about their site that covers information provided in the report and any other pertinent information. Please bring handouts for the class (i.e. outline of
presentation, agency brochures, intake and/or treatment plan forms, etc.). This is an opportunity to exchange resources/services with your classmates. Please hand me an index card with your name, site, site supervisor and date before you present.

6. LOGS/Journals (10% of grade)- Please keep a log and make an entry for each day at the placement. Ask yourself what was the most important thing that happened today and how does what you observe relate to our readings for the class and the knowledge you have absorbed as a Graduate Student. You must enter your journals on blackboard.

7. SELF EVALUATION – PAPER I (15%) Post in the content assignment area on BB.

Answer the following questions:

1. Think about recent times when you have found yourself responding to a situation in a way you later regretted. Were any of these incidents typical of you? Do you think they are indicative of a response pattern? Are you aware of any other patterns that you struggle with? Which of these patterns might prove a challenge at your internship?

2. What are some of the important roles and rules in your family (both formal and informal)? How do they affect you? In what ways might they affect you in your internship?

3. Is there a particular population you find yourself resistant to working with? What are your concerns? In what way might this create limits for you in terms of professional growth?

8. REFLECTION PAPER – PAPER II (20%) Post as assignment in content area of BB.

1. Describe the setting in which you intern. What are the objectives of the psychiatric unit? What is the professional background of all the staff members?

2. What are your objectives in being there? What skills do you wish to come away with?

3. What did you observe while there that made a deep impression on you? Center your responses on a particular situation you recently experienced. Write a detailed description of this event at the psychiatric unit, including yourself, the clients and staff. Make sure you describe what you said, did and felt. Place what occurred in a physical and social context. Here you are taking the point of view of a reporter and a participant observer.
4. Now, from the above information, I would like you to interpret, analyze and explain what you think your description implies. What it implies in regard to the big picture of serving human needs and what it means to you personally.

This paper should be four pages and written in APA Style. (Cover, abstract, page numbers two citations on each page and bibliography). An article will be posted on blackboard or distributed to use as a focus point and you will add at least 4 other sources. Please choose articles published within the past 5 years.

5. Case Report (5 points)

The case report should cover the following domains: a) Client background (demographic information, psychosocial, medical/psychological history, academic history); b) Reason for referral/services; c) Presenting problem; and d) Questions for discussions. Please do your best to gather information for this report from records, treatment providers, parents, teachers, and client. This is a complete/incomplete grade. You only need to bring the gathered information the rest will be done in class. This will be an oral report. If you do not have a case to work with, I will give you a case study. Post an outline on BB.

Evaluation of Student Performance:

Your final grade will be based upon your performance in the following areas:

Professionalism: (Attendance, punctuality, respect for others and reliability). 10%

Participation: 20%

NYS Web-based course and quiz (Motivational Interviewing) 10%

Discussion Papers
(Self Evaluation - 20%
(Reflection - 20%)

Site Power-point presentation 10%

Logs/Journal 15%

Total 100%
ALL assignments will be broken down into sections.

Grading scale:

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<thead>
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<th>Points</th>
<th>Grade</th>
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<tr>
<td>94 - 100</td>
<td>A</td>
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<tr>
<td>90 - 93</td>
<td>A -</td>
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<td>87 - 89</td>
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<td>83 - 86</td>
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<td>80 - 82</td>
<td>B -</td>
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<td>77 - 79</td>
<td>C +</td>
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<td>70 - 76</td>
<td>C</td>
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<td>Below 70</td>
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Students should not anticipate getting an INCOMPLETE in this course. If all work is not completed by the last day of class you will be graded on what was done to that date.

Grading Rubric:

A: A is an outstanding grade.
A -: A - is an excellent grade.
B+: B + is an above average grade.
B: B is an average grade.
Below B: Below B is a below average grade.

Rubrics for each assignment will be posted on Blackboard.

IMPORTANT NOTE: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as possible.
Course Policies:

- **Students are expected to come to class prepared,** i.e., having completed reading and written assignments.
- **All cell phones are to be turned off unless a critical situation requires that it be left on and in that situation the phone should be on vibrate and the professor should be told before the class begins.**
- **It is expected that there will be absolutely no text messaging or surfing the Internet during class.**
- **Any assignments handed in late will be penalized by one grade and in these situations; the grade cannot be made up.**
- **Students will arrive on time, and will not leave early unless there is a true emergency or urgency.**
- **Due to the nature of this class, it is of utmost importance that confidentiality be respected.**
- **There are certain requirements in this course that require personal disclosure. The purpose of these activities is to bring about self-awareness and to avoid future countertransference when working with clients. While sharing is a necessary part of your grade, your personal reflections are shared at your own discretion. Be mindful to seek counseling if there are issues that may get in the way of your work. All cases discussed among peers in class must be kept confidential. While sharing of cases should not include actual names of clients, the situations might be identifiable so there should be no discussion of cases outside of the classroom.**
- **No cross talking, sidebars, or murmuring. Only one person addressing the class or instructor at a time.**
- **No laptops during discussions, class activities etc. All students need to be 100% present in classroom participation. Laptops are permitted during lectures only and ONLY for taking notes.**

Academic Integrity:

There is a zero tolerance for plagiarism, cheating or any form of academic dishonesty - please review and be family with CUNY Academic Integrity Policy

[http://www1.ccny.cuny.edu/upload/academicintegrity.pdf](http://www1.ccny.cuny.edu/upload/academicintegrity.pdf)

Class Professionalism:

An important part of being a counselor is being professional. Indicators of professionalism for this class will include: class attendance, arriving on time and remaining until class is dismissed, class participation, effort, desire and willingness to learn from others, attitude, behaving in an ethical manner, openness to feedback, treating others with respect, good interpersonal and intrapersonal skills, maintaining
proper boundaries, and overall demeanor. Confidentiality and sensitivity among this cohort is expected in terms of personal information that may be shared during class, and during the assignments that require voluntary self-disclosure.

Confidentiality:

No one is ever required to disclose things they feel are too personal or uncomfortable. The class will provide a safe place for those who wish to disclose personal information. Therefore, this class must honor a commitment to maintaining the confidentiality of all students. It is a privilege to be entrusted with the self-evaluation and concerns of classmates.

Introspection:

Because being genuine and empathic is an integral part in helping others, we must be aware of our attitudes and body language towards others. We must be mindful of the messages we send to others.

Safety:

All class members must be allowed to freely discuss their own feelings and beliefs without interference from others. We will learn about, and practice the concept of differentiation.

Positive Communication:

During our time together we may hear another person say something that we want to respond to right away, we may feel upset, angry, disrespected, etc. BEFORE you speak out, think first of what message you want to share. Never interrupt others when they are speaking. Our communication should be free of judgment or disrespect and should be provided in a way that can help each other learn. We must also learn to encourage others by example. A therapist who is effective, is one who exudes a positive attitude, is able to listen, and refrains from complaining. Respecting differences and diversity is not an option. Taking an interest in learning about those differences will contribute positively to overall skills and cultural competence.

Breaks:

There will be a ten-minute break halfway through the class. It is important that students adhere to the time limits. Class will resume when the time limit is up and those who return late will be disrupting the class in progress. If you need to leave the room for any reason, please do so quietly and return to the classroom as soon as possible. If presentations are taking place and you must leave the room, please do
so before the presentation begins and wait to return to room if in progress so as not to interrupt the presentation.

Important CSI Resources:

Center for Student Accessibility

In accordance with federal law the College offers a number of resources for accommodating individuals with disabilities. To learn about the accommodations and services that are available, please contact the Center for Student Accessibility 718-982-2510 Center for the Arts (1P), Room 101 CSA@csi.cuny.edu

Counseling Center

The Counseling Center provides individual and group counseling for students of the College of Staten Island. We offer personal and academic counseling services. Students are given the opportunity to explore issues that can help them achieve success. To make an appointment please call 718-982-2391 or drop-in to 1A-109. Students can also be seen on a walk-in basis. Email: counseling@csi.cuny.edu

Evaluation of Student Performance:

Your final grade will be based upon your performance in the following areas:

TO ALL MENTAL HEALTH COUNSELING GRADUATE STUDENTS:

An integral focus of the counselor-in-training is the centrality of their self-development and personal growth. For the self to be an effective agent of change requires a high level of self-awareness. A client is at risk to the extent to which their counselor is unaware of her/himself and therefore unaware of ways in which she/he may do harm to the client. Thus, a primary reason that this exploration is necessary is for the protection of your future clients.

The exploration of self necessarily involves reflecting on one’s inner life and one’s unique life experiences. Each person has proprietary rights to her/his privacy. It is appropriate that each of us make thoughtful choices regarding the extent to which, at any particular time, we make personal disclosures. The level of trust we have in
others is a changing reality which must be taken account of in making these choices. Being self-revealing does not have to feel comfortable to feel safe. Each of us must take responsibility for being attentive to and vocal about matters of personal safety. As well, by choosing to be a degree candidate in the Program, a student is making the commitment to the demanding and sometimes discomforting work of increasing self-awareness. We ask that both students and faculty remain fully aware of these issues and that all may raise questions and generate discussions concerning this process of growth and change. The Pro-seminar is intended in part as a forum for this kind of discussion.

With respect to issues of a uniquely personal nature that could potentially cross the boundary between being a student or instructor in a class versus being a client in counseling, the guiding question must always be: am I discussing this matter so as to further my professional training or my client’s growth, or am I merely seeking to meet a personal need as if I were in individual therapy? The instructor’s responsibility is to insure that appropriate boundaries are being maintained.