

## PSYC 882 Doctoral Counseling Practicum

Spring 2022  
Time: Thursdays 7:00-9:30 pm  
Location: Zoom

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### Basic Course Information

This is a three-credit-hour supervised doctoral-level course that involves at least 100 clock hours in counseling, of which 40 hours must be in direct service with clients. Our class meetings, will provide opportunities for you to share your practicum counseling experiences, reflect on your counseling work, and receive feedback regarding your skills and practices.

### Prerequisites

Review the following course prerequisites and see me if you have not fulfilled them:

**Courses.** You should have met with your faculty advisor to determine if you have completed courses that will prepare you to have a successful practicum experience.

**Liability insurance.** You should have professional liability insurance already, but if you have let it lapse, then be sure to secure it again. ACA student rates are quite reasonable.

**Ethics.** Review the ACA ethical standards for counselors. You will have covered this information in previous courses, but take the time to reconsider the ethical principles.

**Counseling Site Orientation.** You will complete all orientation training experiences provided by your doctoral practicum site.

### Recommended Readings

You will be reading all the orientation and background information provided at your practicum site. Your reading material may include relevant evidence-based counseling practices, methods for evaluating counseling effectiveness, and ethical and culturally relevant counseling in your setting. In addition, you may also wish to read the following articles:

- Ray, D. C. (2015). Single-case research design and analysis: Counseling applications. *Journal of Counseling & Development, 93*, 394-402. doi:10.1002/jcad.12037
- Sackett, C. R., & Lawson, G. (2016). A phenomenological inquiry of clients' meaningful experiences in counseling with counselors-in-training. *Journal of Counseling & Development, 94*, 62-71. doi:10.1002/jcad.12062
- Slone, N. C. (2015). Evaluating the efficacy of client feedback in group psychotherapy. *Group Dynamics: Theory, Research, and Practice, 19*(2), 122-136.

## Purpose

The doctoral practicum is both a challenging and fulfilling training experience that is designed to enhance your developing counseling skills. The use of student supervisors is not allowed in a doctoral-level practicum.

## Objectives and Learning Outcomes

The practicum is your opportunity to gain additional experience in the practice of counseling. Performing this work will help you achieve these primary course objectives:

- become more skilled in the practice of counseling;
- enhance your ability to self-reflect as you engage in counseling;
- apply self-care strategies your counseling work; and
- gain a deeper understanding of your professional identity as a counselor.

Students who successfully complete this course will demonstrate learning outcomes in the following 2016 CACREP standards of Doctoral Counselor Education and Supervision:

### COUNSELING

- B.1.a. scholarly examination of theories relevant to counseling
- B.1.b. integration of theories relevant to counseling
- B.1.c. conceptualization of clients from multiple theoretical perspectives
- B.1.d. evidence-based counseling practices
- B.1.e. methods for evaluating counseling effectiveness
- B.1.f. ethical and culturally relevant counseling in multiple settings

### LEADERSHIP AND ADVOCACY

- B.5.f. leadership roles and strategies for responding to crises and disasters

## Format and Methods of Instruction

The class format is that of a seminar and it is based on the assumption that you are coming to each class fully prepared to make the most of our limited time together. You will be sharing your counseling experiences, observing videotapes of your work, and offering one another feedback. Between meetings, we will keep in contact through email, text, or phone. I have provided information regarding numbers and addresses on the first page of this syllabus. I invite you to participate fully and contribute generously to our endeavors.

## **Standard 3.H**

According to CACREP, all practicum students in digitally delivered programs are required to have weekly synchronous interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.).

To meet this standard, we will engage in 1-hour of weekly triadic supervision. Days/times and pairings will be determined during our first class meeting. Group supervision and triadic supervision will occur via SupervisionAssist. Instructions for registering your SupervisionAssist account are available here:

<https://supervisionassist.com/blog/the-lastest-news-tools-and-updates-for-sa/> and <https://help.supervisionassist.com/category/109-student-start-guide>

You are also required to engage in 1-hour of weekly individual supervision with your site supervisor. It is recommended that you make that part of your site-orientation discussions and that you do your best to set a regular weekly time. We all know that most sites are incredibly busy and so relying on “finding time” each week can be a challenging strategy. Plan ahead so everyone’s needs are considered.

### **Standard 3.1**

According to CACREP, all practicum students in digitally delivered programs are required to participate in an average of 1½ hours per week of synchronous group supervision on a regular schedule throughout the practicum using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.).

To meet this standard, we will engage in 3-hours of triadic supervision on an every other week rotation throughout the semester. All group supervision and triadic supervision will occur via SupervisionAssist. Instructions for registering your SupervisionAssist account are available here: <https://help.supervisionassist.com/category/109-student-start-guide>

### Performance Evaluation Criteria and Procedures

Grades will be based on the following criteria:

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|-------------------------------|-----------|
| 1. Doctoral Learning Outcomes | 70 points |
| 2. Logs & Journals            | 20 points |
| 3. Class Participation        | 10 points |

**Satisfactory**—70 points or above

**Unsatisfactory**—Below 70 points

Of course, you will be receiving detailed feedback throughout the practicum experience, but your grade in this course will be either Satisfactory or Unsatisfactory.

### Counseling Performance

Your practicum experience involves a total of 100 clock hours focusing on the practice of counseling. At least 40 clock hours of your counseling practicum should involve direct service. Counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. You also engage in other professional activities, such as keeping records, participating in supervision, making referrals, attending in-service programs, and participating in staff or faculty meetings.

Recordings are invaluable resources for reviewing your work. All sessions must be recorded through SupervisionAssist unless a specific alternative arrangement has been made with your site supervisor and faculty supervisor. You will share each session with your faculty supervisor for the purpose of out of class, triadic, and group supervision. Whenever possible, use this technology to help you continue your professional development.

Select segments of your recorded counseling work for presentation in our meetings. During the semester, you will review in class at least four of your video-recorded counseling samples. We practice Borders (1991) model of Peer Group Supervision in class so you’ll want to be prepared for that process prior to each class. This will be reviewed during our first meeting and again in triadic supervision.

When you choose a recording to process, introduce it with your specific needs for feedback on this particular session. What do you want to gain from this review process? What feedback do you especially desire to hear? What parts of your work were problematic? When were you especially effective?

You already should be a member of most of the following: American Counseling Association, Virginia Counselors Association, Central Valley Counselors Association, Association for Counselor Education and Supervision, and the Southern Association for Counselor Education and Supervision. Many associations have relatively inexpensive student membership fees. Most professional organizations need members who are willing to serve on committees, to help with organizational tasks, and to serve as advocates for the association. Consider what experience, interests, and skills you bring to a professional organization, and then become involved!

Over your practicum experience, you will see numerous announcements for training opportunities and professional meetings. Your practicum site may also provide in-service training programs. Take advantage of these chances to enhance your knowledge and skills in counseling, teaching, and supervision.

The rubrics below will be used to document your mastery on the following seven 2016 CACREP doctoral learning outcomes:

**B.1.a. scholarly examination of theories relevant to counseling**

<b>3. Excellent (9-10)</b>	<b>2. Acceptable (7-8)</b>	<b>1. Unacceptable (0-6)</b>
Demonstrates an exceptional conceptual understanding of a variety of theories relevant to counseling. In class discussions, log entries, and case conceptualizations, evidences a thoughtful examination of theoretical perspectives.	Demonstrates an adequate level of conceptual understanding of a variety of theories relevant to counseling. In class discussions, log entries, and case conceptualizations, evidences an acceptable examination of theoretical perspectives.	Does not demonstrate the essential level of conceptual understanding of theories relevant to counseling. In class discussions, log entries, and case conceptualizations, fails to evidence an acceptable examination of theoretical perspectives.

**B.1.b. integration of theories relevant to counseling**

<b>3. Excellent (9-10)</b>	<b>2. Acceptable (7-8)</b>	<b>1. Unacceptable (0-6)</b>
Demonstrates an exceptionally high level of integration of theories relevant to counseling. In class discussions, log entries, and case conceptualizations, consistently integrates theories relevant to counseling.	Demonstrates an adequate level of integration of theories relevant to counseling. In class discussions, log entries, and case conceptualizations, satisfactorily integrates theories relevant to counseling.	Does not demonstrate the essential level of integration of theories relevant to counseling. In class discussions, log entries, and case conceptualizations, fails to satisfactorily integrate theories relevant to counseling.

**B.1.c. conceptualization of clients from multiple theoretical perspectives**

<b>3. Excellent (9-10)</b>	<b>2. Acceptable (7-8)</b>	<b>1. Unacceptable (0-6)</b>
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Demonstrates an exceptionally high degree of insight in conceptualizing clients from multiple theoretical perspectives. In class discussions, log entries, and case conceptualizations, evidences excellent understanding of client dynamics.	Demonstrates an adequate level of insight in conceptualizing clients from multiple theoretical perspectives. In class discussions, log entries, and case conceptualizations, evidences satisfactory understanding of client dynamics.	Does not demonstrate the essential level of insight in conceptualizing clients from multiple theoretical perspectives. In class discussions, log entries, and case conceptualizations, fails to satisfactorily understand client dynamics.
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**B.1.d. evidence-based counseling practices**

<b>3. Excellent (9-10)</b>	<b>2. Acceptable (7-8)</b>	<b>1. Unacceptable (0-6)</b>
Demonstrates an exceptionally high degree of effectiveness in applying evidence-based counseling practices. In class discussions, log entries, and case conceptualizations, evidences excellent awareness.	Demonstrates an adequate level of effectiveness in applying evidence-based counseling practices. In class discussions, log entries, and case conceptualizations, evidences satisfactory awareness.	Does not demonstrate the essential level of effectiveness in applying evidence-based counseling practices. In class discussions, log entries, and case conceptualizations, fails to evidence satisfactory awareness.

**B.1.e. methods for evaluating counseling effectiveness**

<b>3. Excellent (9-10)</b>	<b>2. Acceptable (7-8)</b>	<b>1. Unacceptable (0-6)</b>
Demonstrates an exceptionally high degree of skills in using methods for evaluating counseling effectiveness. In class discussions, log entries, and case conceptualizations, evidences excellent awareness.	Demonstrates an adequate level of skills in using methods for evaluating counseling effectiveness at the practicum site. In class discussions, log entries, and case conceptualizations, evidences satisfactory awareness.	Does not demonstrate an adequate level of skills in using methods for evaluating counseling effectiveness at the practicum site. In class discussions, log entries, and case conceptualizations, fails to evidence satisfactory awareness.

**B.1.f. ethical and culturally relevant counseling in multiple settings**

<b>3. Excellent (9-10)</b>	<b>2. Acceptable (7-8)</b>	<b>1. Unacceptable (0-6)</b>
Uses highly ethical and culturally relevant counseling practices with a variety of clients. In class discussions, log entries, and case conceptualizations, evidences excellent ethical and culturally relevant practices.	Uses acceptable ethical and culturally relevant counseling practices with a variety of clients. In class discussions, log entries, and case conceptualizations, evidences satisfactory ethical and culturally relevant practices.	Is unethical or culturally insensitive as a counselor providing services with a variety of clients. In class discussions, log entries, and case conceptualizations, fails to evidence satisfactory ethical and

		culturally relevant practices.
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**B.5.f. leadership roles and strategies for responding to crises and disasters**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Demonstrates a comprehensive and detailed working knowledge of the leadership roles and strategies for responding to crises and disasters. In class discussions, log entries, and case conceptualizations, evidences excellent understanding.	Demonstrates an adequate understanding of the leadership roles and strategies for responding to crises and disasters. In class discussions, log entries, and case conceptualizations, evidences satisfactory awareness.	Does not demonstrate a fundamental understanding of the leadership roles and strategies for responding to crises and disasters. In class discussions, log entries, and case conceptualizations, fails to evidence satisfactory awareness.

**Logs & Journal**

Keep a weekly Word document log of your activities. Logs are available in your Practicum and Internship Handbook. This will serve as a back-up for your electronic recording of hours.

Submit your hours weekly via SupervisionAssist. This allows for both me (your faculty supervisor) and your site supervisor to approve your logs electronically and regularly. Information on how to record your hours in SupervisionAssist is available here: <https://help.supervisionassist.com/article/215-creating-training-reports-of-hours> .

Additionally, you'll complete a brief reflective journal to accompany your logs. This will help you reflect on the experiences so you can connect them to course materials and discussions. It will also assist you in preparing for group and triadic supervision. See Canvas for your individual journal space.

The rubric below will be used to evaluate your logs.

<b>Excellent (9-10)</b>	<b>Acceptable (7-8)</b>	<b>Unacceptable (0-6)</b>
All submitted logs are on time, complete, and thorough. Entries consistently demonstrate an outstanding commitment to documenting all counseling-related activities, including preparing for sessions, providing services, completing documentation, evaluating counseling effectiveness, and	The logs are submitted in a timely fashion and provide an adequate account of the student's counseling-related activities, including preparing for sessions, providing services, completing documentation, evaluating counseling effectiveness, and participating in practicum meetings.	The journal entries are often submitted late and typically offer minimal documentation. The entries are inadequate in providing even a superficial account of counseling-related activities, and involvement in the practicum experience.

participating in practicum meetings.		
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### Class Participation

I am looking forward to you being a dedicated student who attends all our meetings, comes prepared, is fully involved in all activities, and offers constructive comments to our discussions. I will use the rubric below to evaluate your performance on class participation.

<b>Excellent (9-10)</b>	<b>Acceptable (7-8)</b>	<b>Unacceptable (0-6)</b>
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

### Proposed Spring 2022 Schedule

<u>Date</u>	<u>Highlights</u>	<u>Assignments Due</u>
January 20	Introduction Overview	Syllabus
January 27	Case Conceptualization	Logs, Video
February 3	Case Conceptualization	Logs, Video
February 10	Case Conceptualization	Logs, Video
February 17	Case Conceptualization	Logs, Video
February 24	Case Conceptualization	Logs, Video
March 3	Case Conceptualization	Logs, Video
March 10	Case Conceptualization	Logs, Video
SPRING BREAK		

March 24	Case Conceptualization	Logs, Video
March 31	Case Conceptualization	Logs, Video
April 7	Case Conceptualization	Logs, Video
April 14	Case Conceptualization	Logs, Video
April 21	Thanksgiving break	
April 28	Final Class	

### **Counseling Programs Academic Policies**

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

#### **Class Participation**

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

#### **Academic Honesty**

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

#### **Adding/Dropping Classes**

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

#### **Inclement Weather**

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly

inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

### **Religious Accommodations**

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### **Disability Accommodations**

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

### **Confidentiality and Title IX**

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, contact the director of the JMU Office of Equal Opportunity, at <http://www.jmu.edu/oeo/>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to <http://knowyourix.org/title-ix/title-ix-in-detail/>.