

“Reflective Professionals Building Learning Communities”

COURSE TITLE

Counseling 445 Practicum I: Group Supervision in Family Counseling

INSTRUCTOR INFORMATION

Name
Office
Phone number
Email

COURSE DESCRIPTION

Practicum I focuses on group supervision of the clinical experiences as well as on assessment and planning procedures for counselors within the context of legal and ethical guidelines. A review of major theories and Couple/Marriage & Family techniques are applied to case material. This course contributes to the counseling proficiency component of the program and is required of all students in the family sequence.

PREREQUISITES

Master's degree candidacy in counseling, acceptance into the Family Sequence

RECOMMENDED TEXTS

Gladding, S., Remley, T., & Huber, C.H. (2006). *Ethical, legal, and professional issues in the practice of marriage and family therapy*. (4th ed.) New York: Prentice Hall.

INSTRUCTIONAL MODE

Experiential, lecture, discussion, video, case consultation and supervision

COURSE OBJECTIVES

1. Knowledge of legal and ethical issues related to counseling individuals, children, couple and families based on ACA and IAMFC/T;
2. Knowledge of professional issues unique to couple and family counselors including recognition, reimbursement, and right to practice;
3. Understanding the role of marital, couple, and family counselors as consultants in a variety of practice settings and in relation to other helping professionals;

4. Increase knowledge of existing research on best practices and outcome studies in resolving couple and family issues;
5. Increase student's awareness of cultural, gender, spiritual, and sexual diversity, and demonstrate an appreciation for a multiple systems perspective;
6. Receive weekly professional supervision, both from the University supervisor and the site supervisor

REQUIRED PROJECTS/ACTIVITIES

1. Family Case study The most extensive written assignments of the practicum is a comprehensive case study of one family. A format is appended to this syllabus.
2. Professional Disclosure Statement (Informed consent) This is a one page statement clarifying one's professional identify regarding counselor's philosophy, what the counselor expects from the client, and what the counselor can and cannot do for the client. An outline will be provided of the areas to be covered.
3. Tapes of counseling sessions Students will present a minimum of 3 tapes/videotapes of counseling sessions with their clients.
4. Attend all scheduled supervision meetings, a minimum of one hour a week of individual or triadic supervision with both the university and the site supervisor.
5. Attend all three hour seminars and be prepared with cases for supervision and consultation
6. Provide a minimum of 50 hours of direct service of individual, group, couple or family counseling at the site.
7. Provide a minimum of 50 hours of indirect services at the site.

ASSESSMENT OF LEARNING

The following chart indicates the relationship of the learning/performance objectives of this course, the standards of the Department of Counselor Education (DCE), the College of Education (COE), and CACREP, and the means by which learning is assessed.

COUN 445 Course Objective	DCE Program Objective	COE Learning Outcome	CACREP Standard	Means of Assessment
1. legal and ethics	1a. history, goals, ethical, legal standards 2d. supervised laboratory and practicum experiences; intervention strategies		A3. ethical and legal considerations (ACA, IAMFC Code of Ethics) D. Clinical Instruction II K 1h	professional disclosure

2. professional issues	1a. history, goals, ethical, legal standards 2d. supervised laboratory and practicum experiences; intervention strategies	professional development	A2. professional organizations, preparation standards, credentialing bodies A4. implications of professional issues D. Clinical Instruction II K 1b	professional disclosure
3. role and settings	1a. history, goals, ethical, legal standards 2d. supervised laboratory and practicum experiences; intervention strategies	original culture	A5. role of marital, couple, family counselors in practice settings D. Clinical Instruction II K 5 d, e	case study
4. research and best practice	1j. understanding and conceptualization of scientific research within the counseling field, conceptualization 2d. supervised laboratory and practicum experiences; intervention strategies	research	C5. research and technology applications D. Clinical Instruction II K 5 d	case study
5. culture	1c. social and cultural change within a pluralistic society	diversity	A5. role of marital, couple, family counselors in practice settings D. Clinical Instruction II K 2 c	case study
6. supervision	2d. supervised laboratory and practicum experiences; intervention strategies		D. Clinical instruction Supervision	

GRADING POLICY

Seminar students will be evaluated on the basis of the professional disclosure statement and case study. They will also be evaluated on their use of the class time to augment their own professional growth and the growth of their classmates

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

Clinical credits toward Couple and Family Counselor Preparation

Students successfully completing this course will have gained a minimum of 7 hours of individual university supervision, and 48 hours of group supervision. They will have completed four clinical tape presentations, and one family assessment.

ATTENDANCE POLICY

Students are expected to attend all class meetings. For additional information, please see the University Catalogue.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and their learning experience.

Course Schedule

Week 1	Introduction to course
Week 2	Assessments/intakes Engagement/Prevention of drop out
Week 3	Professional Disclosure Informed consent Malpractice protection
Week 4	Professional ethical issues Review of Family Models
Week 5	Values Review of Family Models Supervision
Week 6	Multicultural issues/Boundaries Review of Family Models
Week 7	Rounds/Cases Professional competence/trainng
Week 8	Rounds/cases Taking and Writing Case Histories
Week 9	Ethics Rounds/cases
Week 10	Ethics Rounds/cases
Week 11	Case presentations
Week 12	Case presentations
Week 13	Case presentations
Week 14	Case presentations
Week 15	Case presentations

Couple and Family Counselors
Family Case Study Guide
(save this format for use in Internships)

I. Identifying Information- Demographics

Name of Family: _____

Members name _____ B.D: ___ - ___ - ___ Age: _____

Members name _____ B.D: ___ - ___ - ___ Age: _____ etc.

Occupations: _____

II. Referral Information

A. Who initiated this referral (class assignment)

B. Reason for the referral

III. Description of the interview

How do the clients appear; how are they dressed; what is the setting; any distinguishing marks or mannerisms. Do they seem to have any special or remarkable attitudes, or behaviors. Anything that will attempt to communicate to another reader the sense and feel of the persons being interviewed and how they related during that time and space.

IV. Presenting Problem

A. How do the clients see the problem ? Why are they coming to see you?

B. What attempts have been made to solve the problem, and by who.

C. What does the referral source tell you about the needed reason for service ?

D. Duration and course of presenting problem

-how long

-nature of onset

-why is help being sought now?

E. Constraints to change

- Larger Systems

- Cultural

- Familial

- Interpersonal

V. Personal History for each member

Where did they grow up, what do they remember as significant to their childhood, who were their friends, how did they see themselves then, how did they get along with their family, who were they closest to, why, who were they farthest away from, why ? Who were their friends in school ? Are they involved in a relationship at present ?

VI. Family History - Also prepare a Color coded genogram

A. Family of Origin (F-O)

1. Ethnicity of family - if there are changes due to marriage, how has the new transformation effected the family organization.

2. Mother, (B-M=biological mother, F-M= foster mother A-M=adoptive mother)

Age, and a physical description. What does the client know about her childhood and youth? What were her parents like? What was her family like, how many siblings, what order? What was she like during the clients childhood ? How did her parents meet? What is mother like now ? What kind of relationship does the client have with her at present ? Has the relationship changed over the years, and if so how and why ? How does mother relate to those members of the client's nuclear family

3. Father, (same as for mother)

4. Siblings, in their birth order (same as for parents)

5. Significant others in the F-O,

6. How did this family get along, who did their parents like best, did their parents argue, any significant events or deaths. How would the client best describe his/her family ?

VII. Human Systems Variables

A. Processes

1. Communication

Who communicates with whom and when. What is the verbal, body posture, and facial expressions (digital and analog). Is communication clear and congruent and consistent?

2. Behavior Control

How is behavior controlled and maintained (what is static in this family) How is complementarity effected? How does it constrain behavior?

3. Conflict -

To what extent are conflicts overtly vs. covertly expressed? Overall, and within specific sub-systems)? Is it expressed indirectly, avoided, or dealt with directly?

a. What is the frequency and intensity?

b. What is the process for resolution?

4. Organizing Principles

What are the major myths of the family that maintain the system? What are the strengths of the family that contribute to it's resiliency and flexibility? How is autopoices reflected in the children? How is this useful for future generations and how might this be problematic?

VIII. Educational History

How well did the client do in school? Were there any years or situations that were different? How far did the client go in school?

IX. Work History

What type of jobs has the client had? How has his/her performance been? Has the client ever been let go from a job and if so why? What type of job related skills or training has the client had?

- X. Medical History
 - A. Hospitalizations (physical and emotional/psychological)
 - B. Outpatient care (physical and emotional/psychological)
 - C. Drug and Alcohol History/Use (note: It is more useful to ask the question "who in your family uses?")
- XI. Psycho-Sexual History
 - A. Onset of puberty
 - B. Dating history-experiences
 - C. Level of sexual experience
 - D. Present situation
- XII. Support Systems
 - A. Friends
 - B. Church/ Mosque/ Synagogue
 - C. Organizations
 - D. Other
- XIII. Summary

Summarize all your data, then state your impressions of the family's level of functioning and their ability to deal with their present situation. What are the areas of concern that they present, what are the areas that you feel are of concern? What is the interplay of the past history with their present situation and functioning? What interventions or supports do you feel or think need to be provided in order for the client to function at his/her maximum potential; can you help provide that service?

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