



School of Applied Psychology, Counseling, and Family Therapy

COUN 7980-1: CES Practicum

Credits:	1
Prerequisite:	Open only to CES/Ph.D. students
Day/Date & Time:	Mondays, 2pm–3pm; 4/6, 4/20, 5/4, 5/18, 6/1
Quarter:	Spring, 2020
Location:	Antioch University Seattle 2400 3rd Avenue, Suite 200 Seattle, WA 98121 206.441.5352
Instructor:	Dusty Destler, Ph.D.
Contact Info:	ddestler@antioch.edu
Office Hours:	By appointment
Teaching Liaison:	Ned Farley
Contact Info:	efarley@antioch.edu; 206.268.4814

COURSE DESCRIPTION

This course represents a two-quarter opportunity for doctoral students to hone their counseling skills and to begin integration of supervision theory into the supervisory process as recipients of supervision. A minimum of 100 total hours in counseling must be completed, of which 40 hours must be in direct service with clients.

PROGRAM COMPETENCIES AND OBJECTIVES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: *Teaching, Supervision, Research, Counseling, and Leadership & Advocacy*.

As such, the AUS CES Program is designed with curricula that addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES Program specifically addresses expectations for student learning and competency via the following program objectives:

Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to, the needs of a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality masters-level instruction as well as student assessment

and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education, and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

COURSE AND STUDENT LEARNING OUTCOMES

The doctoral practicum will provide opportunities to assess each student’s mastery of required CACREP standards around knowledge and skill. Personal development and growth, consultation, ethical practice, and assessment are all important components. Upon completion of this practicum, students will have demonstrated competency in the following areas required for Doctoral Professional Identity (CACREP 6.B):

Counseling (6.B.1.):

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

Supervision (6.B.2.):

- a. purposes of clinical supervision
- c. roles and relationships related to clinical supervision
- d. skills of clinical supervision

Student Learning Outcomes (CACREP)	Key Performance Indicators	Direct Evaluative Methods
Demonstrate integration of theories relevant to counseling, and the ability to conceptualize clients from multiple theoretical perspectives (B.1.b; B.1.c)	A. <i>Active participation in class exercises and activities associated with recognizing and demonstrating counseling theories for the purpose of conceptualizing clients from multiple perspectives.</i>	Clinical Case Presentation Supervision Notes
Show ability utilize evidence-based counseling practices while conducting ethical and culturally relevant counseling	A. <i>Active participation in class exercises and activities associated with the use of evidence-based and ethical and culturally relevant counseling</i>	Clinical Case Presentation

(B.1.d; B.1.f)	<i>practices.</i>	
Gain knowledge on the purposes, roles, and relationships related to clinical supervision (B.2.a; B.2.c)	A. <i>Active participation in class exercises and activities associated with the purposes, roles, and relationships related to clinical supervision.</i>	Supervision Notes
Identify the skills of clinical supervision as a method for evaluating counseling effectiveness (B.1.e; B.2.d)	A. <i>Active participation in class exercises and activities associated with the use of clinical supervision as a method for evaluating counseling effectiveness.</i>	Supervision Notes

PEDAGOGICAL DESIGN

This course is designed to provide CES doctoral students advanced clinical experience with clients while under supervision. Students will receive the opportunity to begin linking supervision theory to practice. With gradual movement from receiving supervision to providing supervision, this course will strengthen students' abilities to offer peer consultation under supervision of the instructor.

PEDAGOGICAL APPROACH

I believe that learning takes place within individuals and among groups through socially constructed means. Therefore, students will be expected to complete assigned readings, reflect on their own clinical practice, and contribute to group discussion within class. Under the assumption that I am responsible for the preparation and facilitation of the course, I hold that students are in charge of their own learning.

REQUIRED TEXTS AND READING RESOURCES

1. Journal articles will be posted to Sakai.

COURSE ASSIGNMENTS

1. Clinical Case Presentation

Each student will present one (1) clinical case from their practicum site and include any of the following pertinent information: client presenting issue(s), client history, cultural assessment, diagnostic data, and treatment goals. Additionally, include the pertinent clinical/process questions/concerns that you would like considered in your supervision session.

2. Supervision Notes

Each student will verbally present a minimum of two (2) supervisory observations per supervision session attended. Students will be prompted to share these observations following each supervision session to inform the group dialogue.

TENTATIVE COURSE SCHEDULE

CLASS	TOPIC	READING
1. 4/6/20	Course overview; Establish presentation schedule	
2. 4/20/20	Case Presentation:	Sakai readings: TBD
3. 5/4/20	Case Presentation: Mid-quarter course evaluation	Sakai readings: TBD
4. 5/18/20	Case Presentation:	Sakai readings: TBD
5. 6/1/20	Wrap up End of quarter course evaluation	Sakai readings: TBD

CONFIDENTIALITY

As a reminder, all information concerning clients and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the session. Do not discuss clients in public places where your conversation could be overheard. Do not discuss your clients with persons outside the class such as spouses, family members, etc. Do not play your recordings when audio privacy is not possible. A private earphone is recommended when listening to tapes, even at home where family members might overhear.

In all your materials and class discussions it is essential that you protect the confidentiality of the clients with whom you have contact as well as with peers. Therefore, you **MUST** avoid using the actual names or initials of clients on logs, case summaries, etc.

ASSESSMENT CRITERIA FOR PH.D. STUDENTS

In addition to the competencies specific to each course, CES students are also evaluated on five (5) areas of Professional Core Competencies (PCC) with subsidiary Skill or Knowledge Domains (SKD), across four (4) Competency Levels as defined below. The PCC are to be demonstrated in each course and throughout each student's experience with peers, faculty, students, supervisees, and colleagues.

DEFINITIONS OF PROFESSIONAL CORE COMPETENCIES

PCC – Professionalism and SKD – Professional:

Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and students/supervisees (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

PCC – Reflective Practice and SKD – Perceptual:

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

PCC – Applied Critical Thinking and SKD - Conceptual/Evaluative:

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

PCC – Diversity and Social Justice and SKD – Executive:

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally.

PCC – Written Communication and SKD – Conceptual/Evaluative:

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates doctoral level technical writing skills and APA style. Does not engage in plagiarism of any type.

DEFINITIONS OF COMPETENCY LEVELS

Below Competency: Fails to meet minimum graduate-level competency in terms of course attendance, class participation, scholarship, and performance standards in a manner which demonstrates a basic understanding of social justice advocacy pertaining to those within the counseling profession and those served by the profession.

Required Competency: Meets the minimum graduate-level competency in terms of course attendance, class participation, scholarship, and performance standards, and demonstrates a basic understanding of the importance of social justice advocacy in the counseling profession and its connection to professional leadership.

Intermediate Competency: Meets *Required Competency*, and demonstrates an ability to be reflective and think critically in terms of professional leadership and social justice advocacy.

Advanced Competency: Meets *Intermediate Competency*, expresses reflexivity related to personal identities and positionality within the counseling profession, demonstrates a theoretical understanding of the necessity of social justice within the counseling profession, and evidences practical ability to enact leadership and advocacy measures. *Advanced Competency* is indicative of entry-level counselor educators (that is, knowledge and skills that would be expected of a beginning-level counselor educator).

In order to be granted credit for a specific course, students must demonstrate an overall **minimum level of competency** (i.e., required or intermediate competency). In order to successfully move into the internship year, students must demonstrate an overall 50% **competency level** (required or intermediate) in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency (required or intermediate) level in at least 75% of course/learning assessments for their program.

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO- OR VIDEO-RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

ANTIOCH UNIVERSITY POLICIES

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to: Erica Holmes
Associate Provost
eholmes4@antioch.edu
206.268.4422

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact: Jill Haddaway
Disability Support Services Coordinator
206.268.4151
dss.aus@antioch.edu

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one

to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for *free writing support*:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <http://www.antiochctl.mywconline/>; call 206.268.4416; or email writinglab.aus@antioch.edu.) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check their [website](#) for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwcenter@antioch.edu.

The Writers' Exchange (WEX; fee-based writing support): The *Writers' Exchange* (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.