

# WESTERN SEMINARY - SACRAMENTO

**Practicum I, II, III**  
CNS 530-32MA: 2 credit hours

**Professor Travis H. Owens, Psy.D.**  
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## Syllabus – Spring 2010

### COURSE SCHEDULE

February 1st, 15<sup>th</sup>; March 1st, 15<sup>th</sup> and April 5<sup>th</sup> and 19<sup>th</sup>. (**Mondays** 6:00 – 9:00 p.m.)

**Location:** Valley Psychological Center: 1891 East Roseville Pkwy., Suite 100 (on the northwest corner of East Roseville and Sierra College. Look for the brick buildings with the red awnings.)

### COURSE DESCRIPTION

**Counseling Practicum.** This course will provide a supervised counseling experience with an on-site supervisor, and class and faculty feedback and evaluation. The internship requires that the student apply classroom knowledge to interviewing, assessment, diagnosis, and treatment of individual, marital, and family dysfunction. Prerequisites required. Enrollment limited to counseling degree students. Pre- or co-requisites: CNS 501, CNS 502, CNS 504, CNS 505, CNS 506, CNS 507.

### COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

KNOW his/her personal strengths, weaknesses, and other elements of individuality that can help or hinder ministry effectiveness.

- strengths and liabilities of temperament, and an ability to talk about them in an open and non-defended manner;
- areas of primary gifting;
- awareness of when to seek help for continued personal growth;
- gives and receives peer and professional feedback regarding personal and professional issues.

KNOW HOW to think critically so that various truth claims can be effectively evaluated.

- awareness of world view components and can articulate their own beliefs;

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence.

- awareness of the characteristics and practices of an effective counselor;
- mastery over personal skills and growing edges;
- maintains a plan for growth and development.

KNOW HOW to build an effective therapeutic relationship.

- mastery of empathy development;
- maintain an awareness of therapist variables impacting counseling sessions;

KNOW HOW to accurately diagnose the major mental disorders and KNOW HOW to establish and implement an effective treatment plan for each.

- working knowledge of the DSM IV;
- ability to formulate and implement treatment goals and objectives.

KNOW HOW to identify and confront ethical dilemmas.

- be familiar with pertinent professional ethical codes;
- have developed forms appropriate for use in professional practice;
- be familiar with ethical issues that are of particular significance to Christian counselors.

KNOW HOW to build upon his/her seminary training to be a true life-long learner.

## **COURSE GOALS/OBJECTIVES**

Cognitive Goals - The student shall be able to:

- Conceptualize client problems from a theoretical perspective.
- Diagnose problems using DSM-IV.
- Integrate scripture with their psychological understanding.

Affective Goals - The student shall be able to:

- Identify their own emotional reactions to clients.
- Develop increasing confidence in their ability to assist clients in the spiritual and emotional healing and development.

Behavioral Goals - The student will be able to:

- Counsel clients using a specific theoretical perspective.
- Integrate their Christianity in the counseling process.

## **TEXTBOOKS**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click [here](#) to order texts and other products.*

## Required

- *Western Seminary Practicum Manual*. [Click here](#) to download the manual.
- Baird, Brian N. (1996). *Internship, Practicum, and Field Placement Handbook, 4<sup>th</sup> Edition*. New Jersey: Prentice Hall. (ISBN #: 0-13-475088-8)

## Recommended

- Burns, David, (1999). *Feeling Good: The New Mood Therapy*. Avon . (ISBN #: 0380810336)
- Jongsma, Arthur and Peterson, Mark, (2003). *The Complete Adult Psychotherapy Treatment Planner*. Wiley. (ISBN#: 0471271136)
- Moursand, Janet and Kenney, Maureen, (2001). *The Process of Counseling and Therapy (4<sup>th</sup> Edition)*. Prentice Hall. (ISBN#: 0130409626)

\*\* Materials fee: 5 cents per page will be charged for any materials copied by the office for the class.

## COURSE REQUIREMENTS

### Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned.

### Assignments

1. The completion of 250 practicum hours as required by the BBS. These 250 hours include direct counseling (150 minimum face to face), individual and group supervision and training seminars. All paperwork documenting your hours must be submitted to the Western Counseling office. **Keep the original signed copies for your permanent records.** This paperwork includes the Practicum Agreement, Supervisor Responsibility Statement, and each semester Site and Trainee Evaluation forms. All of these forms are included in your Practicum Manual.
2. Attendance at and preparation for practicum classes.
3. It is suggested that students become members of CAMFT and obtain liability insurance through that organization. Please provide a copy of your insurance to the Counseling Office.
4. Students should have completed or be in the process of completing their thirty hours of personal hour required by the school. These hours will count as 90 hours (ratio: 3x1) by the State.
5. Write up a summary of your reading. Students should read 500 pages, of their choosing, in addition to the required texts. The summary should include the book's title, a paragraph summarizing content and number of pages read.

### Class Supervision Sessions

Practicum class will include the following:

- a. Review of specific cases being seen by students at their practicum sites.
- b. Discussion of diagnostic impressions using DSM-IV.
- c. Discussion of specific psychotherapeutic skills and interventions.
- d. Processing of personal feelings (i.e., countertransference) triggered during sessions with clients.
- e. Discussion of pertinent legal, ethical and crisis issues.

## **STANDARDS FOR WRITTEN WORK (APA)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 6<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## **CLASS POLICIES**

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor so that the absence can be considered excused, which will allow the student to turn in work a session late with no loss of grade. Students who miss two or more classes will not pass the course without completing additional assignments beyond what is listed in this syllabus.

Assignments submitted after the due date and time (unexcused) constitutes a drop in the student's letter grade for that assignment.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 5/29/10**. (This allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

## **LIBRARY AND INTERNET RESEARCH- SACRAMENTO**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu/sacramento](http://www.westernseminary.edu/sacramento)
- Click the link "Library Services" in the right navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the

Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [User ID: westsem / Password: seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

### Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

### Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)

### COURSE OUTLINE AND SCHEDULE

Date	Topic	Assignments
February 1st	Case presentations	Bring cases to discuss
February 15th	Case presentations	Bring cases to discuss
March 1st	Case presentations	Bring cases to discuss
March 15th	Case presentations	Bring cases to discuss
April 5th	Case presentations	Bring cases to discuss
April 19th	Case presentations	Bring cases to discuss