Department of Child and Family Development

CFD 792: Supervised Clinical Practicum

Instructor: Christopher Walsh, LMFT
Office: Education and Business Administration (EBA), Room 422
Office hours: To be announced on the first day of class and posted thereafter on Blackboard
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Section: 01
Class meeting: TBA
Class location: TBA
Schedule number: TBA

Course Description
This course provides students with a field placement experience through which they are encouraged to refine approaches to working effectively with infants, young children, families, and adults as well as with other professionals, become skillful in the application of relevant theories and knowledge bases to clinical situations, develop clinical practice skills, increase awareness of their own thoughts and feelings that arise in the practice of counseling, develop an understanding of the reciprocal nature of the relationships that exist between themselves and the families that they serve, gain an appreciation for the strengths that exist within diverse cultures, and obtain knowledge and experience in understanding psychotherapy dynamics and processes. Students are required to successfully complete a minimum of 280 face-to-face supervised clinical counseling hours during the two semesters enrolled in the class.

Course prerequisites: Enrollment in the LPCC Program in the Department of Child & Family Development and concurrent placement in an approved mental health services site. Must have completed at least 12 units of a qualifying degree program and have previous Reflective Practice training/experience prior to enrolling.

Learning Outcomes
By the end of this course, students will:
• Demonstrate knowledge of the various theoretical approaches to family therapy
• Integrate theoretical and empirical literature related to therapeutic processes and dynamics
• Conceptualize psychological dynamics in terms of relevant neurobiological, attachment and family systems theories
• Consider interventions that facilitate the therapeutic process, build secure attachment relationships, and support the emotional and social development of family members
• Understand interpersonal dynamics within family including family structure, communication patterns, hierarchy, customs, values, and approaches to parenting
• Increase awareness of culturally sensitive clinical interventions to meet the diverse needs of children and families with diverse ethnic and cultural backgrounds.
• Process constructive feedback to deepen reflective capacity and improve skills.

Alignment of Student Learning Objectives with State and National Standards:
The learning objectives of this course were developed in accordance with Board of Behavioral Sciences, Statutes and Regulations relating to the practice of Professional Clinical Counseling (LPCC).
Visit the following Website for a detailed listing of LPCC Statutes and Regulations: http://www.bbs.ca.gov/
Additionally, the learning objectives of this course align with the Revised Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health (2010).
Students are encouraged to visit the following Web site for a detailed review of IFECMH guidelines: http://www.wested.org/cs/we/view/pj/207

Texts and Readings*


Recommended Texts and Readings*


Additional resources to be posted in Blackboard* (https://blackboard.sdsu.edu/)
Statues and Regulations Relating to the Practice of: Professional Clinical Counseling, Marriage and Family Therapy, Educational Psychology, Clinical Social Work issued by: California Board of Behavioral Sciences (2014)
Revised Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health: California Center for Infant-Family and Early Childhood Mental Health
*Online Readings:
Note that the instructor reserves the right to adjust the reading list based on material covered during each class and overall class interest. An updated list of online reading will be posted on the course blackboard page as readings are added to or modified.

Structure and Conduct

Teaching Methods

Class will be comprised of group and individual supervision meetings and will use a variety of multimedia resources, group discussions, and student case presentations.

Course Requirements

Below is an overview of the major course requirements.

Writing Assignments:

There are no writing requirements for this practicum class.

Exams:

There are no examinations required for this practicum class.

Course Activities and Schedule

Please note that this course schedule is tentative and subject to change. The topics and readings may vary based on the material covered in each supervision class. Please check the course blackboard class regularly for updates on course schedule and reading materials.

Group supervision class is scheduled on Mondays from 5:00-7:00 pm. Individual supervision meetings will be arranged as needed.

Assessment and Grading

There will be two evaluations by the field placement supervisor that will be provided at the end of the fall and spring semesters. A detailed rubric for the site supervisor’s evaluation will be available on the course blackboard page.

Assignments and Exams

There are no assignments or exams for this practicum class.

Grading

This class is pass/fail. This is based on the evaluations by the practicum supervisors, participation in the group/and or individual supervision being provided by the course instructor, and successful completion of not less than 280 hours of face-to-fact contact with clients at the practicum site.
Grading Policies

• **Academic honesty**: students will receive a zero for any assignment with indications of academic dishonesty (plagiarism, cheating, etc.). If there is more than one instance of academic dishonesty, students will receive a failing grade for the course. All indications of academic dishonesty will also be reported to the SDSU Center for Student Rights and Responsibilities.

• **Excused Absence Make-up Policies**: Make-up exams will only be given if scheduled in advance or in the event of extraordinary circumstances and supporting documentation (such as a doctor’s note regarding hospitalization).

Course Policies

• **Blackboard**: The website for this course will be the SDSU course blackboard page. Students are required to check the blackboard site regularly for updated readings and other materials, and for updated instructions. Written assignments must be turned in using Turnitin unless otherwise indicated.

• **Cell phones and other electronic devices** (ipads, computers): cell phones should be turned off or turned to silent (or vibrate) during class. Computers and ipads may be used to take notes or refer to class readings, but should not be used for other purposes during class. Please do not email, text, or use facebook during class.

• **Readings**: students should come to each class prepared to discuss the readings assigned for that day.

• **Discussion etiquette**: students are expected to discuss issues during class in a manner that is respectful of both their fellow students and of the populations examined. Please keep any personal information shared confidential, listen to others contributions, and make contributions about your opinions in a respectful manner.

• **Computing needs**. Students are responsible for their own computing needs and solving computer related problems. The SDSU library has computers students can access and can provide help regarding computer related problems. Instructional Technology problems that you encounter do not constitute an acceptable excuse for non-completion of course work.

• **Student Work Samples**. Your work may be selected by the instructor to keep on file. The work that is selected with be used solely for the purposes of evaluation from higher education accreditation institutions

• **Students with Disabilities**. If you are a student with a disability and believe you would benefit from accommodations for this class, it is your responsibility to contact Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101). To avoid any delay in the receipt of accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from the Student Disability Services.