PCC 950A
Clinical Practicum

Fall 2026 | Tuesdays, 9:00 a.m.-10:30 p.m. | Online
Instructor: Rev. Dr. AHyun Lee, Ph.D., LCPC - Pronouns (she/her)
ahyun.lee@garrett.edu

COURSE DESCRIPTION

Clinical Practicum is a supervised clinical training experience designed to help beginning counselors-in-training integrate counseling theory, pastoral-theological reflection, and ethical practice with clients served at approved community-based sites. The course supports students in developing competence across the full arc of care—from initial contact and informed consent to assessment, case conceptualization, treatment planning, intervention, documentation, referral coordination, and termination.

In Clinical Practicum, students move from micro-skills practice and structured role-plays into supervised clinical service delivery. Individual supervision and group supervision/peer consultation support students in strengthening conceptual and procedural skills while also attending to professional identity formation and the "use of self" in counseling. Special emphasis is placed on students' intrapersonal processes (e.g., affect regulation, countertransference, cultural location) and interpersonal dynamics (e.g., boundaries, power, feedback, group process) as these emerge in client work and within the supervision group.

The course requires a minimum of 100 clock hours at the practicum site, including at least 40 hours of direct client contact. The remaining hours typically include indirect service (e.g., documentation, case notes, treatment planning, consultation, trainings, and referral/resource mapping), consistent with site expectations and professional standards. Supervision is provided on an ongoing basis throughout the practicum experience.
(1.5 credits per semester; 3 credits total over the academic year.)

LEARTNING OUTCOMES

After successfully completing this course, students will be able to:

1. Demonstrate foundational counseling skills—including therapeutic alliance-building, empathic reflection, collaborative goal-setting, session pacing/structure, and intentional closure—with cultural humility across diverse clients and clinical contexts.

2. Develop and articulate a working case conceptualization using a clearly named theoretical orientation (e.g., psychodynamic, CBT, narrative, relational-cultural, etc.), integrating relevant clinical data (presenting concerns, history, strengths, risks, cultural/spiritual context).

3. Translate case conceptualization into an initial treatment plan that includes (a) measurable goals, (b) selected interventions aligned with the chosen orientation, and (c) a basic progress-monitoring approach (e.g., session-by-session goal review, brief measures when appropriate, or other site-approved methods).

4. Complete timely, accurate, and ethically sound clinical documentation consistent with site policy and program expectations, including appropriate use of documentation formats (e.g., informed consent documentation; intake/assessment notes; progress notes such as SOAP/DAP; treatment plans; and termination/discharge summaries, as applicable).

5. Identify and respond to safety and risk concerns (e.g., suicidality/self-harm, violence risk, abuse/neglect, intimate partner violence, substance use, acute crises) by using site-approved screening/safety-planning practices; consulting supervisors promptly; and documenting actions taken in accordance with applicable laws, site policies, and program protocols.

6. Use supervision intentionally and professionally by setting learning goals, preparing focused consultation questions and relevant session segments, integrating feedback into subsequent sessions, and reflecting on ethics, boundaries, scope of competence, self-care, and professional identity development.

7. Engage pastoral-theological reflection as a clinical competency by (a) naming how the counselor's lived experience, cultural location, and spiritual/theological formation influence care, (b) identifying and critiquing harmful theologies when relevant to client wellbeing, and (c) articulating a pastoral-theological rationale for at least one clinical decision (e.g., an intervention choice, boundary practice, referral, or termination plan) in a case.

COURSE TEXTBOOKS AND REQUIRED RESOURCES

Unless otherwise noted, the following texts/resources are required. Additional articles, handouts, forms, and site-specific policies will be posted on Canvas.

Required

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Association. Access (library e-book or print): https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma999190632040244

- American Counseling Association. (2014). *ACA code of ethics*. American Counseling Association.
  Access (landing page): https://www.counseling.org/resources/ethics
  Direct PDF: https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf
- American Counseling Association. (n.d.). *Practitioner's guide to ethical decision making*. American Counseling Association.
  PDF: https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf
- Cameron, S., & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development, 80*(3), 286–292. https://doi.org/10.1002/j.1556-6678.2002.tb00193.x
- Lee, AHyun. "Trauma-Informed Pastoral Theology: When Pastoral Caregivers Resist Abusive Theologies." In *Protestant Clergy Sexual Misconduct and Intercultural Pastoral Care: Invisible Mask*, 263–291. Cham, Switzerland: Palgrave Macmillan, 2025.

Note on ethics-code updates
We will use the most current ACA ethical standards available. If ACA releases an updated Code of Ethics during the academic year, course expectations and supervision discussions will transition accordingly.

COURSE PROCEDURE

1. Counseling Practicum
   Fulfill commitment as a practicum student as outlined or arranged with the counseling agency.
2. Individual and Group Supervision with Site Supervisor
   Student counselors will participate in individual and group supervision in their internship placements. Methods used in supervision will vary according to the preferences, theoretical models, and philosophies of the site supervisor.
3. Case Conference with Garrett- Evangelical Theological Seminary
   Student counselors will participate once a week for case-conferencing and lectures under the direction of the Garrett instructor. Each student must prepare a case vignette for consultation or case conferencing using the case presentation and SOAP Notes formats.
4. Reading and Research
   Student counselors must read the prescribed textbooks and do independent research applicable to their client's presenting problems and/or disorders.
5. Written Coursework
   Student counselors must research and complete all the coursework required in the syllabus.

CONTACT INFORMATION

Instructor	Rev. AHyun Lee, Ph.D., LCPC
Email	Ahyun.lee@garrett.edu
Phone	(847) 866-3900
Office	Pfeiffer 224

If you email me, you can expect a reply from us in no more than 48 hours, except during weekends or holidays. If you haven't heard back from us, please feel free to resend your email. If you would like to schedule a meeting with us via Zoom, phone, or in-person, you can sign up for a 15- 30-minute session by sending us an email.

ACADEMIC POLICIES

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic integrity and plagiarism:** (See 25-26 Handbook, 13, 67-70) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available on the Canvas.
- Writing support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. For more detailed information, please visit https://www.garrett.edu/studentlife/student-services/Writing-Center

Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed....All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 25-26 Handbook,9-11)
- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (25-26 Handbook, 65)
- **Use of Electronic Devices:** Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all devices should be silenced during the whole of a class session.

- **Completing Assignments and Late Assignments:** Due dates help you manage your time well. Adhering to the suggested timeline will help achieve your desired grade for the course. Given the challenges and struggles in the current context we all are facing, please let me know as soon as possible if you need extra time to complete assignments for the course. If you submit your paper late, I won't give feedback on your assignment.
- **Incomplete Policy:** All course work must be submitted by the close of the semester. A grade of "I" denotes course work has not been completed due to an unavoidable emergency, which does not include failure to turn in course work or attending to church work or other employment. A request for an incomplete requires not only my approval but also the approval of the Registrar. See the current GETS Catalog for additional information.
- **Course Announcements:** Course announcements are sent via GETS email accounts and Canvas Announcement. Students are responsible for maintaining and checking these accounts.
- **Confidentiality:** We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

Academic Accommodations

- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your instructors prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (25-26 Handbook, 38).
- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (25-26 Handbook, 65)

Course Information

- Syllabus Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.
- Course Relation to the Curriculum: This is a required core course for many states licensing boards, including the Illinois LPC Board.

Technology Note

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work. Modem dial-up cannot be sufficient. Courses will have regular deadlines that must be accomplished with online activity.
- Web Browser - Students must have the latest version of the web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Canvas Learning Management System – Students should have access to the Canvas LMS and know how to access course materials as well as submit writing assignments on Canvas.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: http://www.openoffice.org. Also available to students is the Google Drive suite to create documents and presentations (http://drive.google.com).

AI Policy

This course uses AI in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
Generative AI help with writing (paraphrasing, summarizing, generating language for assignments)	Language translation Language assistance for nonnative English speakers Editing, polishing, or revising paper drafts Proofreading Generative AI help with papers (generating topics, ideas, outlines, arguments)	Presentation design Citation generation Research Note-taking Generative AI help with reading (summarizing or outlining reading assignments)
You must consult the professor(s) for uses not mentioned above.		
To properly cite the use of AI in Chicago/Turabian style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html.		

A Note on Self-Care and Difficult Topics

Theological education invites our whole selves into the classroom and often demands a challenging integration of our emotional, intellectual, and bodily histories. It is not uncommon for students to confront painful issues as they engage with this kind of education, whether in terms of sexual trauma, domestic violence, the effects of racism, and other difficult topics. Students are encouraged in this class to attend carefully to selfcare around these issues and to note that while Garrett can suggest such care, neither the teaching team nor the school can provide therapeutic interventions or psychological counseling.