

Center for Religion & Psychotherapy of Chicago Education Program in Self Psychology and Religion 30 N. Michigan Ave., STE 1920, Chicago IL 60602	
Course Number and Title	FE 900: Practicum for Licensure
Meeting Time	TBD
Instructor:	Rev. Gloria Grasse, PhD
Supervisors:	Jill Newberger, PhD, LCSW Diane Leamy, PhD, LCPC Margaret Mason, MA, LCPC, BC-DMT Erica Carter, DMin, LCPC Paige Crawford, MA, LCPC LaSaundra Gordon, MA, LCPC

Course Description:

The purpose of the practicum is to provide students with the opportunity to develop individual counseling skills. Under assigned licensed supervision, students begin (a) seeing a small number of clients for long-term, in-depth counseling, including both individual and group work (as it becomes available), (b) engaging in ongoing supervision with a licensed supervisor, (c) participating in a weekly clinical peer group, (d) learning and following CRPC documentation procedures, and (e) carrying out case management interventions (e.g., psychiatric referrals, etc.) where necessary. Students must complete a total of one-hundred (100) supervised hours of practicum experience, with 40% in direct client care. This course is taken concurrently with CT 900.

Course Objectives:

1. Begin to develop the basic skills required to build a clinical practice. These skills include but are not limited to: following up with a referral, setting up an initial session, negotiating and collecting fees.
2. Begin to develop the basic skills required for developing a robust caseload.
3. Begin to learn how to complete clinical documentation and assess clients from a psychodynamic modality.
4. Begin to develop case management skills.

Course Expectations and Evaluations:

Students who are treating clients through The Clinic at CRPC should only plan to take two (2) weeks total for vacation in any given calendar year but no more than one (1) week at a time. Students should not plan any other absences, whether for professional or personal reasons, throughout the course of working with clients during their practicum. Full participation in all aspects of the program, even during the summer between years, is a requirement for completion of the program and preparation for licensure.

Students are expected to attend sessions for individual supervision with a licensed supervisor who works out of a psychodynamic perspective and holds one or more of the following credentials:

- LCPC
- LCSW
- LMFT

Supervisors will use the following questions as the basic means of evaluating student progress:

1. Does the student demonstrate some growth and the capacity to apply the theories they are learning to their clinical work?
2. Is the student becoming aware of the role their countertransference plays in the clinical space?
3. Does the student have the capacity to hold a caseload relative to their level of experience?
4. Does the student demonstrate the ability to reflect on their clinical work?
5. Is the student growing in self-awareness?

Students are required to attend peer group each week during the academic calendar.

Course Requirements

1. **Clinical work:** Once they begin to receive referrals, students are expected to schedule regular, weekly sessions with their clients. Each student is guaranteed three referrals through the CRPC intake line over the course of the first academic year. Once students receive a referral, it is important for them to contact that referral within the next twenty-four hours to set up an initial appointment. In a robust clinical practice, the student should have developed the capacity to hold three to four clients by the *end* of the practicum year.

Students are expected to keep consistent progress notes and documentation. They must also keep track of any fees submitted by their clients. All documentation will be regularly audited by the Director of Education.

It is incumbent upon the student to keep track of all clinical hours in the *Catalogue of Clinical Hours for Practicum* provided by CRPC. These forms should be signed by their supervisor and submitted to the Director of Education each month.

2. **Weekly Peer Group:**

“Members of a cohesive group feel warmth and comfort in the group and a sense of belongingness; they value the group and feel in turn that they are valued, accepted, and supported by other members.”

— **Irvin D. Yalom, The Theory and Practice of Group Psychotherapy**

Students will meet with their cohort once weekly during the academic year. This *peer group* will begin the year by formulating the basic objectives of the group. These include the overall work task of the group and an agreement or covenant that describes the boundaries that make the peer group a constructive space for all members of the group. The proposed document should be submitted to the Director of Education no later than the third week of classes.

Students should understand that work groups, such as their peer group, have several objectives that are unique to the work of the type of group in which they are participating—in this case, the clinical peer group. A clinical peer group requires collaboration around their clinical work, and support for one another as members of the same group going through similar experiences. Members of the group should also spend time observing the group's dynamics as well as *themselves within the group*. Specifically, students should consider what gets stirred up within themselves as they *observe* the group and *interact with* the group.

3. Supervision:

Sessions and Schedules. Students will begin meeting with supervisors at the beginning of October. Supervisory sessions should take place once a month in October and November, then move to twice a month until February. Students will then continue to meet with their supervisors on a *weekly* basis and throughout the summer. The time and place of these appointments are arranged between the supervisor and the supervisees.

Focus of Supervision. Supervision focuses on the basic clinical processes of working with any number of cases. These sessions are crucial in developing the professional personalities of the student. In addition, work with the supervisor should offer instruction, while simultaneously attending to the clinical nuances of a student's caseload.

Vignettes. Students should bring vignettes of their casework into supervisory sessions, which should transpire *often*, if not at every session. Vignettes should focus on *key points*, which probe into the clinical process of any given case. Vignettes should be prepared before session, if not in written format, with points prepared for discussion. All vignettes should show an understanding of confidentiality, by changing names (or replacing names with initials), using generalized places (e.g., this client grew up in a large Midwestern city), etc.

Process Recordings. At least once per term, students should bring a typed process recording (verbatim) that features a portion of a particular session with a client with whom or about which the student has difficulties, problems, or questions. The format for process recordings should be fashioned according to standards set forth in conversation between the student and the student's supervisor.