PCC 950 B
Clinical Practicum

Spring 2026 | Tuesdays, 8:00 a.m.-9:30 p.m. | Location: Online
Instructor: Rev. Dr. AHyun Lee, Ph.D., LCPC - Pronouns (she/her)
ahyun.lee@garrett.edu

COURSE DESCRIPTION

Clinical Practicum is designed to advance the beginning counsellor to effectively and practically apply the theories of the therapeutic process with outside clients. It will equip the student through case conceptualization, goal setting and intervention strategies, in all phases of treatment, from initial client contact to termination.

In Clinical Practicum, the students advance from micro skills training and role plays to supervised counseling experience with outside clients in an agency setting. Individual supervision and peer group conferencing will assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis will be placed on the intra- and inter-personal experience of the students and their individual functioning as counsellors, as observed within the group setting.

The course includes a minimum of 100 clock hours on-site, with a minimum of 40 hours of direct client contact. These experiences allow students to perform some of the counseling activities that an employed Licensed Clinical Professional Counselor would be expected to perform. Supervision will be provided on an ongoing basis during the Practicum. ***(1.5 Credits per semester for a total of 3 Credits over the course of the academic year).***

LEARTNING OUTCOMES

After successfully completing this course, students will be able:

- Demonstrate foundational counseling skills (alliance, empathic reflection, goal-setting, session structure/closure) with procedural fidelity and cultural humility across diverse clients.
- Formulate a working case conceptualization in a named theoretical orientation and translate it into an initial treatment plan with a basic progress-monitoring strategy.
- Identify, document, and respond to risk (suicide/self-harm, Intimate Partner Violence, abuse/neglect, substance use) according to Illinois law, site policy, and program protocols, including timely consultation with supervisors and accurate clinical documentation (e.g., informed consent, SOAP= Subjective, Objective,

Assessment, Plan/DAP=Data, Assessment, Plan/GIR = Goal, Intervention, Response, Plan).

- Use supervision intentionally by setting learning goals, preparing focused questions and session segments, integrating feedback into subsequent sessions, and reflecting on boundaries, ethics, self-care, and professional identity.
- Engage in pastoral-theological reflection by naming how scripture/tradition/reason/lived experience inform care; critiquing harmful theologies when relevant; and articulating a pastoral-theological rationale for at least one intervention or boundary in the case.

COURSE TEXTBOOKS

- *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, Text Revision
- American Counseling Association. *ACA Code of Ethics*. Alexandria, VA: American Counseling Association, 2014. https://www.counseling.org/knowledge-center/ethics#2014code.
- American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR™*. 5th ed., text revision. Washington, DC: American Psychiatric Association, 2022. https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9981906320402441.
- Cameron, Susan, and India Turtle-Song. "Learning to Write Case Notes Using the SOAP Format." *Journal of Counseling & Development* 80, no. 3 (2002): 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.

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.

Course Policies

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 2425 Handbook, 13, 69-75) 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 online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (2425 Handbook, 71)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See https://www.garrett.edu/student-life/student-services "Writing Center" for more detailed information.

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 2425 Handbook, 10-11)
- **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. (2425 Handbook, 20-21)
- 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.

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 (2425 Handbook, 13).

- **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. (2425 Handbook, 21)

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) • Generative AI help with reading (summarizing or outlining reading assignments) • Generative AI help with papers (generating topics, ideas, outlines, arguments)	• Research • Diagnosis research	• Language translation • Language assistance for non-native English speakers • Editing, polishing, or revising paper drafts • Proofreading • Note-taking • Presentation design • Citation generation
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.		

AI Tools
• Generative AI help with papers (generating topics, ideas, outlines, arguments) • Generative AI help with writing (paraphrasing, summarizing, generating language for assignments)

- Generative AI help with reading (summarizing or outlining reading assignments)
- Language translation
- Language assistance for non-native English speakers
- Editing, polishing, or revising paper drafts
- Proofreading
- Presentation design
- Citation generation
- Research
- Note-taking

GRADING

The Counselling Theory Practicum is outcome-based. Students must meet the criteria for the desired critical outcomes, demonstrating an adequate capability at an acceptable standard of competence.

1. Capabilities: Demonstration of underlying abilities applied to achieve a desired purpose as they relate to content, context, and value frameworks, where the focus is more on the performer than on the task.
2. Standards: Description of the capabilities required within identified roles, functions, or learning activities at specified levels of competence. Standards are desired education and training outcomes and their associated assessment criteria.
3. Competence: The capacity for continuous performance resulting from the integration of capabilities within the specified context. Foundational competence demonstrates an understanding of what the learner is doing and why, practical competence demonstrates the ability to perform a set of tasks in a pastoral care and counseling context, and reflective competence reflects the ability to integrate performance with understanding to show that the learner is able to adapt to changed circumstances appropriately and responsibly.

A pass/extension/fail system is used for course evaluation, and no letter grade will be awarded.

- **Pass** would mean that you have acquired and mastered the counseling micro-skills and applied praxis on a therapeutic acceptable level and the desired education and training outcomes have been met.
- **Incomplete** would mean that, for some reason, you could not complete the course and would have to register for it again, but it would not be recorded as a Fail on your transcript.
- **Fail** would mean that you have failed to meet the minimum required outcomes to proceed to a clinical internship.
- **Extension** would mean that you could proceed to the clinical internship by doing additional prescribed coursework at the desired outcome level before the commencement of the clinical internship. Rather than getting a grade on your group participation, counseling, and assignments, you will get regular feedback that would interact with you as a counselor in the experiential learning process.

The student's work over the academic year will be discussed specifically and a Pass/Extension/Fail grade will be given and handed in to the Registrar.