

**COURSE SYLLABUS**  
**EDP 381: Practicum in Counseling: M.Ed. (10420)**

Wednesdays 4:30- 7:30p.m.  
SZB 268  
Spring 2013

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Thursdays Noon to 1p.m.  
Or by appointment

## **Overview**

This practicum seminar has as its purpose helping you integrate and apply the foundational knowledge and functional competencies you have been learning in your graduate program as you fulfill your practicum placement obligations.

## **Course Methodology**

Our primary course methodologies will be a combination of experiential learning, case presentations, and expert guest presenters. Even though students will do case presentations, this course does not substitute for or supersede students on-site supervision.

## **Rationale for Course**

As a professional counselor, you will be called upon to help people or institutions cope with and resolve a wide-range of problems and dilemmas. Through the case presentations you and other students make in this course, it is hoped that you will become more resourceful and effective in applying appropriate treatments to meet the needs of those who utilize your services.

## **Course Aims and Objectives**

- To help you understand and meet professional practice standards.
- To provide the experiences that will enable you to refine the functional competencies associated with successful intervention.
- To provide you with timely feedback about any deficiencies communicated to me by your practicum placement supervisor.
- To address ethical dilemmas which arise during the course of this practicum seminar
- To address special cultural and diversity considerations essential to attuned practice

- and other best practice guidelines.

## **Class Requirements**

### ***Attendance is Essential***

Since much of what we learn in this seminar will occur in class, it is vital that you attend and be mentally present in class. If you cannot attend a particular class meeting, I expect you to notify me in advance. My intent with this policy is not to be punitive, but rather to reassure myself that you are getting the most out of this seminar and are on the right path to becoming a responsible professional practitioner.

Due to the nature of this seminar, students will be graded on a credit/no credit basis. Assignments of grades will be based on satisfactory performance in each of the following areas: a) commitment to the work of the course; b) performance at the practicum site including effectiveness, ethical functioning, and demonstrated professionalism; and c) consistent attendance and participation in class. To receive credit, students must demonstrate satisfactory performance in all three areas.

### **Learner Evaluation and Grading**

Due to the nature of this seminar, students will be graded on a credit/no credit basis. Assignment of grades will be based on satisfactory performance in each of the following areas: a) commitment to the work of the seminar: b) monthly journal entries about class assignments and practicum experiences: c) performance at the practicum site including effectiveness, ethical functioning, and demonstrated professionalism: and d) consistent attendance in seminar meetings. To receive a grade of credit, students must demonstrate satisfactory performance in all four areas by:

#### *Class participation*

*Your score on this performance measure will reflect the quantity and quality of your in-class participation and preparedness.*

#### *Journal entries*

*Each month students will email to me a journal entry that reflects upon the experiences encountered at their placement site. It should include at least two notable events that happened during that month along with personal reflections regarding the event, any dilemmas or ethical challenges, if appropriate, and implications for future practice.*

#### *Course format*

*Each week that we do not have a guest presenter/expert speak to the class, students will make case/intervention presentations. The case presentation protocol*

*includes providing appropriate contextual and demographic background; the presenting problem, challenge or dilemma; nature of the intervention provided; precipitating events or relevant history; perceived effectiveness/ineffectiveness of the intervention; and, the desired consultation/feedback*

**Be sure to inform your supervisors about the case presentation/ intervention description requirement and discuss any possible complications with me. All case presentations need to have all identifying information redacted or disguised. All materials about cases are to be returned to the student presenter at the end of the class presentation.**

## Course Schedule

The following course schedule describes the topics and assignments to be covered during the month of January. Future assignments, guest presenters and case presentation schedule will be determined during the first two weeks of class. This syllabus may be revised as required by either judgment or circumstances. Changes will be posted on Blackboard and announced in class. It is your responsibility to make note of all changes.

Date	Topic	Case/Guest Presentations/ Assignments
1-16-13	Course overview and initial assignments	None
1-23-13	Professional practice standards and case presentations Focused discussion on ethical issues and dilemmas encountered in placement settings	Review relevant practice standards appropriate to your setting
1-30-13	TBA: Guest presenters schedule, important practice issues, and/or readings will be determined after the second class meeting	TBA Student case presentation schedule to be determined this session
2-6-13	Use of medication in treating mental disorders and conditions.	Documents to be provided by professor
2-13-13	Use of medications continued	Documents to be supplied by professor
2-20-13		
2-27-13	Bereavement and loss: helping students cope	Documents supplied by professor
3-6-13		

3-13-13 No Class Spring Break		
3-20-13		
3-27-13		
4-3-13		
4-10-13		
4-17-13		
4-24-13		
5-1-13	Final seminar meeting: review and integration	No case presentations

### ***Important Statements***

#### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

#### **University Electronic Mail Notification Policy (Use of E-mail for Official Correspondence to Students)**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: If you are an employee of the University, your e-mail address in Blackboard is your employee address.

### **Accommodations for students with disabilities**

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

### **Documented Disability Statement for Syllabus**

Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259- voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See Web site below for more information:

<http://deanofstudents.utexas.edu/ssd/providing.php>

### **Use of Blackboard in Classes**

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. (Student enrollments in each course are updated each evening.) Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are **not** an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

### **Religious Holidays**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent** to observe a religious holy day.

### **Feedback**

Feedback is an important part of any learning. Without feedback on how well you understand the material or your proficiency in a skill, it is more difficult to make significant progress. During this course I will be asking you to give me feedback on your

learning in informal as well as formal ways. Please let me know when something we discuss is not clear. It will enable me to provide additional information when needed or to explain a concept in different terms.