

**The University of Texas at Austin**

**EDP 381: Practicum in Counseling (Counselor Education Practicum)**

**Room: SZB 435: Unique (10540)**

**FALL, 2013**

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	By appointment		Email communication preferred*

Please do not communicate information about clients using email.

**ADA Compliance Statement**

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. If they certify your needs, I will work with you to make appropriate arrangements.

Insurance: All students are required to have professional liability insurance when enrolled in practicum.

**Course Description and Objectives**

"The primary purpose of the practicum is to provide students with a closely supervised, integrated counseling experience as part of their overall professional preparation program. As such the practicum is perceived to be a capstone experience in which the student counselor is expected to integrate his/her didactic preparations with practical application. It is intended that the practicum experience be designed to assist students in developing not only a better understanding of themselves as persons and competent counselors but also a better understanding of the constituency with whom they expect to work with in the future." (Counselor Education, *Student Handbook*, 2014, p. 19). This seminar is designed to support the students during their practicum placement by providing a forum for supplemental reading self-reflection and discussion. The course also serves to provide university oversight and to provide a liaison between the University and your practicum site. The prerequisites for this course are outlined in the Counselor Education Student Handbook and include having the following courses (only one of which may be co-enrolled): Professional Issues in Counseling, Theories in Counseling, Ethics in Counseling and Psychotherapy, and Counseling Skills and Procedures. **This course is CR/NC. Please be sure to have this status reflected on your registration (see Virginia Stockwell) in order to receive credit for this course.**

As a member of this seminar, you can expect to meet the following objectives through your participation in the course:

1. Demonstrate use of ethical standards in your practice settings.
2. Use a multicultural lens to analyze counselor-client relationships.
3. Develop skills in self-awareness and self-reflection when processing counselor interactions.
4. Develop goal-setting and case-conceptualization skills for counseling interactions.
5. Identify approaches to supervision that are proactive and maximize your professional growth.

The learning activities in the course will include role-plays, case discussions, and writing activities. This course is **NOT** a substitute for the weekly on-site supervision at your practicum site.

### Required Texts

Cozzolino, L. ( 2004). *The making of a therapist: A practical guide for the inner journey*. New York: W. W. Norton & Co.

### Supplemental Resources

Additional readings may be required across the course of the semester and will be posted by citation or posted to Canvas. Additionally, you are encouraged to circulate relevant readings that you might find as you immerse yourself into your settings. I find that when I am perplexed by an issue with a client, that in addition to talking over the issues with my supervisor and peers, a good literature search as well as a carefully vetted google search (be sure of your sources), cannot provide “answers” but can provide food for thought. I also highly recommend watching selected videos from the Counseling Videos Database, available through the University of Texas Libraries. You will only have this resource while a student, so take advantage of it and watch these!

### Course Requirements

1. **Practicum Requirements:** Students are required to successfully complete the minimum hours of 150 hours per semester with a total of 50 direct service hours (small group and individual sessions) at an approved practicum site. This averages to 12 hours per week onsite and 5 hours per week of direct service hours. Please be aware that meeting these hours is more difficult when you are first starting practicum and easier toward the end of the semester. In order to receive full credit for this requirement, students will need to submit the following paper work:
  - a. Documentation of Malpractice Insurance is on file with the Practicum Instructor. After September 4<sup>th</sup>, you may not attend your practicum site if you do not have this on file.
  - b. Practicum Agreement Form signed by both the supervisor and the supervisee (Due September 11<sup>th</sup>). A revised form is placed on Canvas.
  - c. Practicum Learning Goals – Write a 2 page description of your goals for learning during practicum. You may include general goals but support them by specific behaviors. Two journal entries will refer to these goals. This paper will serve as a reference point for 2 subsequent log entries (to be described.) Due on September 11<sup>th</sup>.
  - d. Practicum Evaluation Form signed by both the supervisor and the supervisee (Due the final week of class).
  - e. Practicum Time Logs (one per month) signed by both the supervisor and the supervisee (Due September 4<sup>th</sup>, October 2<sup>rd</sup>, November 6<sup>th</sup> and December 11<sup>th</sup>).
2. **Class Attendance:** Attendance in this seminar is an extension of your professional role as a counselor trainee. I assume that you will be present and on time for class, just as you are present and on time for your practicum and for any other employment. As in a professional work setting, please contact me by email if you are, for any reason, unable to attend the seminar or will be late (more than 5 minutes). I would anticipate that you would have no more than one notified absence for the semester. More than one notified absence may result in re-taking the course.
3. **Seminar Member Participation:** As a member of a professional learning community, your participation will be an important part of the learning of all members of the community. Sharing

your experiences as a counselor trainee is inevitably linked to your own experiences and may lead to unexpected self-awareness and/or strong emotions. Therefore, we will need to work together to create a safe climate in the seminar. Guidelines for discussions and feedback may include, but are not limited to:

- Students and the instructor will maintain the focus of facilitating personal growth, self-determination and increased self-awareness of the speaker when giving feedback and case-consultation rather than taking the “expert” role. Class members will be aware that there will be multiple levels of awareness, skills and knowledge in the room and meet the other class members where they are. Class members are encouraged to check in with the speaker to see how the information that they are sharing is being received.
- The instructor and class members will be open to exploring the role of multicultural counseling issues and topics as they relate to the case material.
- Materials discussed in the class discussions will remain confidential and not shared outside of the class structure unless permission is granted by all involved. For example the case examples cannot be used as examples in other classes or discussed with friends/family/professionals outside of the class.
- Students will be respectful of others’ perspectives and viewpoints. This respect can include respectful challenge and does not imply implicit agreement or holding back on ideas. Alternate perspectives can be introduced through “I am curious about.....”, “An alternate perspective....” , etc.
- Students will monitor their level of participation, balancing their speaking and listening.
- Students will take an active role and provide feedback across the semester if they have ideas of how the course can be improved.
- Students will not presume the expert role when providing feedback to colleagues. It is difficult to know the full experience of what it is like to be in an ongoing relationship with a client based on a selected vignette.
- Please be fully engaged in the class. See Course Policies. This would include being respectful and not referring to cell phones or computers during discussions. The exception to this would be if the student member is monitoring for family or professional urgent situations, upon which they will inform other class members.

#### **4. Adherence to Ethical Standards and Program Professional Standards**

As counselors, the personal is the professional and the professional is the person. Students in this course are expected to follow the professional standards of both the American Counseling Association and the Professional Standards of Counselor Education (Student Handbook – online).

#### **5. Case/Activity Consultation** (See google docs to schedule your case consultation):

- For each class, one student will be asked to identify and review *an individual with whom they are working and about which they would like to receive feedback or a group that they are running, or some other relevant practicum activity*. To help make the most of our time when you are presenting, please provide a brief (one-page) outline of your individual, group or activity to class members (see end of syllabus for suggested format-tweak as needed). This page should not include identifying information about the person and should be collected by the presenting student after the presentation and disposed of in an ethical manner.
- Please inform your site supervisors and clients about the presentation requirement and let me know about possible complications.
- Remember the purpose of these presentations is to help you serve your clients better. Be as clear and specific as possible about the type of feedback you would like. (See APPENDIX A for a Case Description developed by Delida Sanchez, Ph.D.)

## 6. Practicum Log.

You will maintain a weekly log entry of one paragraph (handwritten or typed) of your experience during the practicum with an emphasis on self-reflections (rather than reflections on the student's challenges or development). Possible starters and procedures for the log entry are outlined in Appendix B. The reflection notebooks will be collected by groups – see the chart below:

Group A		Group B	
Lauren Brandewie Prissy Flawn-Chopp Matt Halvorson Kristen Kessel Paul Robbins Ana Valadez	Vicky Aguilera Megan Cristwell Jennifer Fisher Becky Martinez	Lauren Brooks David Galvez Allison Jacob Terra Ousley Stephen Smith Yi-Ting Chen	Anna Castle Caroline Deats Luke Johnson

7. **Interview Portfolio (Final Project Due December 4<sup>th</sup>)** – This project will be submitted in stages. See the course activity schedule attached to this syllabus for due dates for each segment of the portfolio.) See APPENDIX C for full description.

## Grading Policy

This is a Credit/No Credit course. Please go online to ensure that you are registered for this course as CR/NC. If not please make this change immediately. Final grades will NOT be assigned until the instructor has your supervisor's evaluation form, time log and other required class assignments/materials. The practicum evaluation form can be delivered to the instructor by the student, mailed to the instructor at UT Austin, Educational Psychology, 1 University Station D5800, Austin, TX 78712, or emailed to the instructor as an attachment. **Due: 12/09.**

**Canvas (for checking announcements from instructors and grades):** <http://canvas.utexas.edu/>

This instructor will participate in the course evaluation provided by the university.

## Course Policies

1. Students are expected to attend class and submit papers on time. Failure to attend class will result in a lower grade for the course. Graduate students are expected to attend all classes.
2. If using other's ideas or quoting other's thoughts, please use citation using APA style for citation and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of Scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

3. I am your university liaison and advocate. If you are having difficulty at our practicum site, you are expected to assume the responsibility for notifying me as difficulties arise. (Don't wait until the end of the semester!) A little known fact: Richard Light, a Harvard professor, reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the Teaching Assistants, using the learning center, etc.)
4. The course is a team effort between instructor and students: feedback is welcome.
5. Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
6. University policy is to respect religious holidays. Please advise me of any upcoming holidays and the specific dates that you will be missing classes so that we can make arrangements for assignments and ensuring that you are able to cover class materials.
7. Electronics – this course is an interactive course. Please do not use your computer or cell phone in class. You may want to have a paper for any notes that you may want to jot down during class. If you need to be reached in class by family, etc., please place your phone on vibrate and use only for emergencies.

September 12th is the last day to drop a class without a possible academic penalty.

October 22nd is the last day to drop a class with the dean's approval or to change grade to pass/fail.

**Reading and Assignments  
(Subject to Revision)**

Date	Topic	Readings and Assignments	Portfolio Segment	Assignments
Aug. 29	Course Overview – Integration of Mind and Body			
Sept. 5	The Person of the Counselor Setting Goals and Contracting	Cozzolino, Part 1, Chapters 1 - 3	3 ring binder, dividers, plastic sleeves etc. Resume	Journal A
Sept. 12	Making Every Minute Count		Counseling philosophy statement	Journal B Practicum Agreement and Goals Statement Case Consultation HECSA 1 & 2
Sept. 19	Dealing with the Urgent	Cozzolino, Part 1, Chapter 4 & 5	Skills Statements	Journal A
Sept. 26	Cultural Issues in Counseling		Documentation of professional organization membership	Journal B Case Consultation School 1 & 2
Oct. 2	Student Selected Topic		Advocacy statement, certificates, etc.	Journal A Case Consultation HECSA 3 & 4
Oct. 9	Student Selected Topic		Research involvement or writing sample	Journal B  Case Consultation School 3 & 4
Oct. 16	"Getting to Know Your Clients"	<b>Cozzolino, Part 3 (Chapters 6-10)</b>	Curriculum development or presentations	Journal A* <b>Please revisit goals and meet with supervisor on your progress on these goals for this entry.</b> Case Consultation HECSA 5 & 6
Oct. 23	Student Selected Topic		Trainings Volunteer activities	Journal B* <b>Please revisit goals and meet with supervisor on your progress on these goals for this entry.</b> Case Consultation School 5 & 6
Oct. 30	Licensure and Certification	<b>LPC Regulations</b> <b><a href="http://www.dshs.state.tx.us/counselor/lpc_rules.shtm">http://www.dshs.state.tx.us/counselor/lpc_rules.shtm</a></b> <b>Rules (Effective December 12, 2013)</b> ☞ <a href="#">Title 22, Texas Administrative Code, Chapter 681</a> (Word format, 138 KB) ☞ <a href="#">Title 22, Texas Administrative Code, Chapter 681</a> (Adobe Acrobat format, 139 KB) <b>Select the link below for identified major changes to LPC Board Rules</b>  <a href="#">Identified major changes to LPC Board rules</a> (Word	Program evaluation statement + 1 letter of recommendation (practicum supervisor, professor, TA supervisor, job supervisor etc.)	Journal A Case Consultation HECSA 7 & 8

		format, 35 KB) <u>Identified major changes to LPC Board rules</u> (Word format, 28 KB		
Nov. 6	Who Am I as a Counselor? Establishing Practice	Cozzolino, Part 3 (Chapters 7-13)	Other (Additional supporting material.)	Journal B Case Consultation School 7
Nov. 13	Working Outside an Academic Setting	Guest Speaker, Texas State Board of Examiners		Journal A Case Consultation HECSA 9 & 10
Nov. 20	The Process of Termination			Journal B  Case Consultation HECSA 11 & 12
Nov. 27	No Class	THANKSGIVING		
Dec. 4	Wrap-up		<b>Self-evaluation &amp; Portfolio Review</b>	

## **Appendix A**

### **Practicum Case Consultation Format\***

While adaptations can be made if necessary, the following suggested format is recommended:

#### **Basic Introduction**

**Age, sex, race, and ethnicity (other info. *if relevant*: gender identity, sexual orientation, religion).** Obviously this introduction should not include specific identifying data (i.e. name, address). Use your judgment on how much information you feel comfortable providing. Also include the context in which you are seeing the student (a group, individual, consultation with a teacher, etc.)

#### Presenting Concern

Briefly describe why the student/client was referred to you.

#### **Relevant Psychosocial History**

May include childhood, school, sexual (or sexual abuse) experience, family history, medical history, and other significant areas of the student's life.

#### ***Multicultural/Diversity issues***

Ethnic and /or racial identity issues, also concerns relating to: disability, sexual orientation, gender, religion/spirituality. Some of these issues may pertain to the student's family.

#### Course of Counseling/Progress

Using one of the counseling theories learned in class, what is your hypothesis about the nature of the client's problems. Include any counseling goals and interventions you have been utilizing, and major topics that have been covered in your work with the student.

#### Supervision Issue(s)

What would you like help with? What concerns/problems are you having? Try to be as specific as possible.

\*Developed by Delida Sanchez, Ph.D.



## Appendix B

### Mentoring Log Entries

Using a pocket folder in which papers can be bound together, students will keep a log of interactions with their practicum experience. The focus of the log will be on your experiences rather than on the development or challenges of the client whom you are counseling. You may also integrate the readings and discussion of thoughts if appropriate. The log will be read periodically by the instructor and/or TA.

Please make a weekly entry of a minimum of one paragraph. If for some reason have not seen a client, use the opportunity to reflect on previous sessions. Sample sentence starters for independent entries may include, but are not limited to:

- Today I made an important breakthrough in my thinking about why people behave in certain ways. The thing I learned was....
- For me, the hardest part of week's experience is....
- Today, I experienced the impulse or acted in a way that took over for the student rather than promoting self-determination.....
- One thing I learned about myself that is important for me as a developing counselor.....
- I was pleased by an interaction that I had with my client.....
- Something I really like about the role of counseling is...
- Something that I learned throughout my training that came in handy in my practicum setting is.....
- A multicultural concern or social justice issue that emerged while at my site is.....
- My personal strengths for counseling include.....
- A personal growth area for me as a counselor that will help promote my growth as a counselor is.....
- An area of my cultural background (where I grew up, gender/race/ethnicity, social-economic status, sexual orientation, family values etc.) that became salient in my counseling experience is.....
- An influential counseling relationship that I have had that is influencing my response to my client is.....
- Today I faced a great challenge in.....

You may also generate your own topic. If self-generating a topic, start the journal entry with a question that your entry will explore.

## Appendix C

### Professional Portfolio

A major project for this seminar is the development of an interview/product portfolio that demonstrates your identity and competencies as a counselor (or equivalent career aspiration – academic adviser, career coach, student affairs administrator, etc.). The submission for this class will be a traditional, hard cover portfolio in a 3 ring binder; however, you are encouraged to later develop an electronic version based on the traditional portfolio beyond these course requirements.

For additional information:

<http://salina.k-state.edu/writingcenter/docs/Portfolio-info.pdf>

<http://plaza.ufl.edu/tdbaker/portfolios/> (be sure to look at the examples, click on the SUNY model)

<https://sites.google.com/site/schoolcounselingerinbaker/welcome>

<https://www.scranton.edu/academics/pcps/counseling/programs/rehabilitation/WebsiteLinkPortfolio.pdf>

There are many samples of portfolios online. As you search for information about portfolios, be aware that there are two types of portfolios – mastery portfolios used as a final evaluation of performance in a graduate program and interview/product portfolios. This project is an interview/product portfolio rather than the mastery portfolio.

Portfolio Elements (Asterisked items are required. You may include the other items if they apply and you may include additional categories.) A portfolio that contains all asterisked items, is well organized, and is visually attractive while showcasing you as a counselor will receive full credit.

- \*Resume
- \*Skills (including language spoken, technology skills, etc.)
- \*Counseling statement
- \*Professional organization membership (list and provide documentation)
- \*Professional development/trainings/webinars attended
- Volunteer and service activities (counseling related volunteer activities, program leadership roles, volunteering at a conference, etc.)
- \*Advocacy (activities for advocacy, ally certificates, advocacy statement)
- \*Research(research team membership, presentations at conferences, research papers writing samples)
- \*Curriculum development or presentations (copies of guidance activities, presentations, etc. that demonstrate your ability to develop workshops, trainings and curriculum)
- \*Letters of recommendation, commendations, awards, program evaluation, and practicum evaluations.
- \*Self-evaluation.
- \*Other – One additional type of item (an activity, description, highlight not addressed in previous categories that have helped your professional development).

All references in the portfolio should be cited in APA format and included in a reference list.

