

**EDP 384 Unique# 10890 M.Ed. Practicum in Counseling
Fall 2016**

Professor: Teri Wood, Ph.D., NBCT

Office: Sanchez Building, Suite 262

Phone: Office: 414-9927

Cell: 512-302-3885 (call or text)

E-mail: teri.wood@austinisd.org

Office hours: Thursday 7:30-8:30 p.m. or by appointment.

Course time: Thursday 4:30 – 7:30 p.m.

Location: SZB 444

Course Description

This course provides support for school and community counseling students during the Master's level counseling practicum experience. Over the course of the semester, students will accrue direct and indirect service hours needed to fulfill requirements of the practicum. Direct hours may include classroom guidance, individual and group counseling with children, adolescents and adults, and consultation with parents and staff members. Interns should plan for about 12 hours of practicum experience per week, with at least five of those hours being direct service. In addition to site work, students will participate in a weekly practicum seminar. During the seminar, students will have the opportunity to process site placement experiences through case presentations, supervisor and peer consultation and the maintenance of a reflective practice journal. Each seminar session will also provide practical information on current issues in community and school counseling and students will be given strategies to address related needs at their respective placements. More information on the practicum experience may be found in The University of Texas M.Ed. Counselor Education Student Handbook.

ADA Compliance Statement

The University of Texas at Austin provides upon request appropriate accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 or 471-4641 TTY, <http://diversity.utexas.edu/disability/>. If they certify your records, I will work with you to make appropriate accommodations.

Statement of Academic Honesty

Academic integrity:

The University of Texas considers academic integrity to be of fundamental importance. Work that is produced for this course should be your own work, and any outside contributions should be documented using APA format. Academic dishonesty is taken very seriously by the University as it has a harmful effect on all students and the integrity of the University itself. Students found to be engaged in academic dishonesty may be penalized with a failing course grade and/or dismissal from the University.

Reading selections for all students will be provided by the instructor or may be accessed from the links found in the course syllabus posted on Canvas. All readings may be accessed through the UT Libraries.

Additional Reference Text for School Counseling Students:

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs, Third Edition*. Alexandria, Va.: Author.

Course Expectations

As this is a seminar class, participation is key and attendance is vital. Students should be punctual and should come prepared to discuss cases and readings. If you will be unable to attend a class due to an excused absence such as an illness or a family emergency, please email or text me before class if possible. According to UT Austin policy, students must notify their course professor of pending absence(s) at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, a work assignment, or a project/presentation, I will get together with you to plan for completing the missed work within a reasonable time after the absence.

During the semester, students will be asked to turn in several written assignments. These assignments, along with class participation and evaluations from the site supervisor will determine a student's grade of credit/no credit.

Requirements for the Course

- 1. Practicum agreement form to be completed with site supervisor:**
This form will be handed out at the first class meeting.
- 2. Goal Statement Activity:**
Working with the course instructor and the site supervisor, the student will develop two practicum goals that are relevant to the experiential needs of the

student and the placement site. One goal should be a knowledge based goal where the student identifies a counseling-related topic that they want to explore. The second goal should be a skills-based topic where the student identifies a growth area for a particular counseling skill and develops a plan to build competency in that area. Written goals should include a time line, short-term or process checks and information about possible barriers to achieving the goal. Written goals will be developed by the second class date and will be evaluated during the last class meeting.

3. Weekly practicum log form:

This log is designed to help you with the planning and organization of your work at your site. It also allows you to maintain a record of hours and activities completed during the practicum.

4. Monthly Reflective Journal

Engaging in reflective practice is an important part of being a counselor and encourages mindfulness in practice. Students will keep a journal where they describe critical events occurring during their placement and their reflections on these events. Journals are due at the end of each month and should contain at least two entries per week.

5. Presentation Assignment

Each student will choose a relevant topic to be presented to the class. The class will then partner based on common interests, to create presentations that may be used for staff, professional organization, parent or student training. Presentations should be at least 30 minutes, but not more than one hour and should include activities to facilitate learning.

6. Case Presentation

Starting with the third class, one student will review a case for peer and instructor feedback. The presenter should provide a brief written outline of the case to class members. The presentation format should include the following information:

Basic demographic and contextual information important to the case
Presenting Problem
Educational and Psychosocial History
Interventions/Collaborations Thus Far
Supervision Issues

Proposed Course Schedule

Note: Assignments may adjusted to meet the unique training and placement needs of the class.

Date: August 25, 2016

Introduction to course. The role of the counselor in various placement settings and the importance of being an advocate for counseling. Sharing of personal visions about counseling as a profession. Discussion of Goals Activity. Assignment of case presentations.

Date: September 1, 2016

Review Goals Activity. Determining your strengths that you bring to a campus. True Colors training. Strengths-based approaches and how this relates to mindful practice. How to apply ideas to the workplace. Applications for work with students. Weekly log due.

Date: September 8, 2016

The importance of mindfulness in practice. Identifying personal triggers and strategies for addressing them. Working to be present in the session. Reflect on first two weeks of practicum experience. Guest Speaker: Charlene Criner. Readings: Dunn, R., Callahan, J.L., Swift, J.K., & Ivanovic, M. (2013). Effects of pre-session centering for therapists on session presence and effectiveness. *Psychotherapy Research*, (23)1, 78-85.

<http://dx.doi.org/10.1080/10503307.2012.731713>. Fatter, D.M., & Hayes, J.A. (2013).

What facilitates countertransference management? The roles of therapist meditation, mindfulness, and self-differentiation. *Psychotherapy Research*, (23)5, 502-513.

<http://dx.doi.org/10.1080/10503307.2013.797124>.

First and Second Case Presentations: _____

Weekly Log due.

Date: September 15, 2016

Special Topic Related to Training Needs: Counseling LGBTQ children, adolescents and young adults. Guest Speakers: Meagan Butler and Marissa Rivera; Erin Jones, LCSW

Third and Fourth Case Presentations: _____

Weekly Log due.

Date: September 22, 2016

Readings: Cooper, S. & Archer, J. (1999). Brief therapy in college counseling and mental health. *Journal of American College Health*, (48)1, 21-28.

<http://dx.doi.org/10.1080/0744849909595668>.

Fifth and Sixth Case Presentations: _____

Weekly Log due.

Date: September 29, 2016

Special Topic Related to Training Needs – Social Justice and Equity issues in Counseling. Readings: ASCA Manual section on advocacy. Miranda, R., Soffer, A., Polanco-Roman, L., Wheeler, A., & Moore, A. (2015). Mental health treatment barriers among racial/ethnic minorities versus white young adults 6 months after intake at a college counseling center. *Journal of American College Health*, (63)5, 291-298.

<http://dx.doi.org/10.1080/07448481.2015.1015124>. Stebleton, M.J., Soria, K.M., & Huesman Jr., R.L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling*, (17), 6-20. Rosenthal, B., & Wilson, W.C. (2008). Mental health services: Use and disparity among diverse college students. *Journal of American College Health* (57)1, 61-67.

Seventh and Eighth Case Presentation: _____
Weekly Log due.

Date: October 6, 2016

Special Topic Related to Training Needs – Strategies for Working with Special Populations. The importance of collaboration with other campus staff – teaming for a more comprehensive approach to student needs. Readings: Reis, S.M. & Colbert, R. (2004). Counseling needs of academically talented students with learning disabilities. *Professional School Counseling*, (8)2, 156-167. <http://www.jstor.org/stable/42732618>. Poppen, M, Sinclair, J., Hirano, K., Lindstron, L. & Unruh, D. (2016). Perceptions of Mental Health Concerns for secondary students with disabilities during transition to adulthood. *Education and Treatment of Children* (39)2, 221-246. DOI: 10.1353/ect.2016.0008. Hong, B.S.S. (2015). Qualitative analysis of the barriers college students with disabilities experience in higher education. *Journal of College Student Development* (56)3, 209-226. DOI: 10.1353/csd.2015.0032.

Ninth and Tenth Case Presentations: _____
Review First and Second Cases: _____
Weekly Log due. September Reflective Journal due.

Date: October 13, 2016

Special Topic Related to Training Needs: Critical Incident Response.
Review of site protocols for addressing suicidal ideation, threats, etc..

Eleventh and Twelfth Case Presentations: _____
Review Third and Fourth Cases: _____
Weekly Log due.

Date: October 20, 2016

Special Topic Related to Training Needs – Relationship Safety, Relationship Violence.
Barri Rosenbluth, Senior Director, Expect Respect Program, the SAFE Alliance.

Thirteenth and Fourteenth Case Presentations: _____
Review Fifth and Sixth Cases _____
Weekly Log due.

Date: October 27, 2016

Special Topic Related to Training Needs – Substance Abuse Issues – Guest Speaker: Joe Dias from Hermann Memorial will talk about client needs, referral strategies and services. Readings: Lambie, G.W. & Rokutani, L.J. (2002). A systems approach to substance abuse identification for school counselors. *Professional School Counseling* (5)5, 353-359. <http://www.jstor.org/stable/42732376>. Johnson, B. & Newcorn, J.H.

(2015). College students, prescription stimulant, and other substance abuse. *Int Public Health* (7)2, 209-219.

Ninth Case Presentation: _____

Review Seventh and Eighth Cases: _____

Weekly Log due.

Date: November 3, 2016

Tenth and Eleventh Case Presentations: _____

Review Ninth and Tenth Cases: _____

Weekly Log due. October Reflective Journal due

Date: November 10, 2016

Student Presentations 1 and 2:

Review Eleventh and Twelfth Cases: _____

Weekly Log due. .

Date: November 17, 2016

Student Presentations 3 and 4:

Review Thirteenth and Fourteenth Cases: _____

Weekly Log due.

Date: December 1, 2016

Student Presentations 5 and 6: _____

Weekly Log due.

Review and final analysis of goals due. November Reflective Journal due.