

The University of Texas at Austin
FALL, 2017

EDP 384N: Practicum in Counselor Education; Unique (11005)

Wednesday, 4:30 – 7:30 Room: SZB 268

Instructor:	Leslie Ann Moore, Ph.D.	Telephone:	512-471-0357
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Office Hours:	Th 2:30-3:30	email:	lamoores@utexas.edu
	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 512-471-6259 (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. Please submit documentation of the liability insurance by January 28th.

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 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): Theories in Counseling and Counseling Skills and Procedures. **This course is CR/NC. Please be sure to have this status reflected on your registration (see Kim Cates) 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. Increase skills in counseling, case conceptualization and interventions.
4. Develop skills in self-awareness and self-reflection when processing counselor interactions.
5. Develop goal-setting and case-conceptualization skills for counseling interactions.
6. 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. This course is also not included in your required hours for practicum.

Readings

Required Texts: There is no required text.

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 client issue, I need to gather data. My resource is to discuss the dilemma with supervisor(s) and peers (protecting the confidentiality of the student/client!). I also find that a good literature search, as well as a carefully vetted google search (be sure of your sources), 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 January 25th, 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 February 1st). The form can be found on Docusign.
 - c. **School Counseling Placements**
 - a. **Acknowledgement that you have been contacted by your field supervisor – February 1st on Docusign.**
 - b. **Acknowledgement that you have read and will abide by Texas Educators Code of Ethics – February 1st on Docusign.**
 - d. **Practicum Learning Goals** – Write a 3-page description of your goals for learning during practicum. You may include general goals but support them by specific behaviors. This paper will serve as a reference point for 2 subsequent log entries (to be described.) **Due on February 8th.**
 - e. **Practicum Evaluation Form** signed by both the supervisor and the supervisee. Due **May 6th.**
 - f. **Practicum Time Logs** (one per week) signed by both the supervisor and the supervisee. These documents will be submitted to your instructor as a way to ensure you are progressing toward your hours. Please be sure to keep a copy of your signed hours for your own records. Also, you will complete a summary log on a **UT Box** file. This record will be maintained by EDP to provide documentation of the hours spent. Lack of compliance with documentation for this course represents a lack of professionalism as outlined in your *Student Handbook* and may be reflected in the course grade and/or overall student evaluation.

2. **Practicum Learning Goals:** Write a 3-page description of your goals for learning during practicum. You may include general goals but support them by specific behaviors. This paper will serve as a reference point for subsequent log entries (to be described.) **Due on February 8th.**
3. **Practicum-Journal.** You will maintain a weekly journal entry of a minimum of one paragraph (handwritten or typed) of your experience during the practicum with an emphasis on self-reflections (rather than reflections on the student/client'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	
Katie Bazzoni	Laure Briceño	Aleza Berube	Alex Buford
Madeleine Hanlon	Bradie Harbison	Hillary Hogle	Jiho Kim
Carrie Laski	Kim Libby	Samantha Meyer	Komal Sawani
Eden Stone	Amanda Van Wormer	Alyssa Wyvrat	

h. Case Presentation (See google docs to schedule your case consultation):

- Students 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. Students may sign up for their individual case presentations at <https://docs.google.com/document/d/14PyZErklcfLJt6hSIlaOj-kZYc-2XhaX1k-XR17JJG8/edit?usp=sharing>
- Please inform your site supervisors and client 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.)

4. **Process Recordings:** Process recordings are an important learning tool for students in training. Two options are approved for obtaining a process recording:
 - a. If the practicum site permits recordings and have a permission to record form, the student may use audio or video to record a session and select a 10-minute segment of the session, usually one that is challenging.
 - b. The student may reconstruct from memory an approximate 10-minute conversation with a client. My recommendation for this option is to be certain that you have a free hour at the end of session to capture the details from the session.

The transcription should read like the text of a play, with the speaker identified for each line of dialogue. The dialogue will be in the first column. The second column is where the student identifies their feelings as they arise throughout the conversation. A single feeling word is perfectly adequate. In the third column, students document their analytical thinking about the client or case. What causes the client to act/feel that way? What could help? What is my reaction to the client about, etc. The final column is where the instructor adds their comments and feedback, and there is a final page to complete with some analysis questions.

5. **Selected Topic Discussions:** Based on topics of interest identified throughout the semester, students will work in small groups of 2-4 to facilitate discussion of how to address these topics in counseling sessions. The topics may range from dealing with grief and loss to working with resumes in a therapeutic way to eating disorders or other topics of interest. The group will identify one article that can be posted to Canvas or emailed one week prior to the week that the topic will be discussed. The purpose of this activity is not a presentation but a guided discussion.
6. **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.
7. **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. 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.
 - 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 be curious about differences rather than judgmental.
 - 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.
 - 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 the instructor and/or other class members.

8. **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).

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. You will receive an incomplete if you have not documented a minimum of 50 hours direct service and 100 hours of indirect service, for a total of 150 hours. Your supervisor will complete an evaluation of your performance. Ratings lower than 3 (expected for a student of given training level) may result in a NC rating and a need to repeat the course. The practicum evaluation form can be delivered to the instructor by the student or 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:**05/06/16.

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. 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
2. I am your university liaison and advocate. If you are having difficulty at your 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 rating of below 2 on a dimension of the supervisor rating skill may result in an incomplete or a need to repeat the practicum.
3. The course is a team effort between instructor and students: feedback is welcome.
4. Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.

5. 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.
6. 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.

Reading and Assignments (Subject to Revision)

Date	Topic	Topics	Assignments
Jan. 18	Course Overview and Welcome	Practicum Overview Practicum Reflection Activity Resetting to Zero On Beginnings and Tolerating the Unknown The Structure of a Therapeutic Conversation	
Jan. 25	Using Supervision	(Articles are either on Canvas or distributed for this class) Dispenser, S. (2013). Getting the most out of supervision. <i>Healthcare Counseling & Psychotherapy Journal</i> , 13(4), 28-31. Pearson, Q. M. (2004). Getting the most out of clinical supervision: Strategies for mental health. <i>Journal of Mental Health Counseling</i> , 25(4), 361-373.	Journal A
Feb. 1	Ethical Counseling	LPC Code of Ethics https://www.dshs.state.tx.us/counselor/lpc_ethics.shtm ACA Code of Ethics or ASCA Code of Ethics https://www.counseling.org/resources/aca-code-of-ethics.pdf https://www.schoolcounselor.org/school-counselors-members/legal-ethical http://fieldeducator.simmons.edu/article/the-art-of-self-disclosure/	Journal B Goals Statement-Online Submission School Counseling Field Supervisor Acknowledgement
Feb. 8	Dealing with the Urgent	Meagan Butler, Guest Speaker Excerpt: Scott, J., Boylan, J. C. & Jungers, C.M. (2015). Working with clients in crisis and other special populations. In <i>Practicum & internship: Textbook and resource guide for counseling and psychotherapy</i> (5 th ed.) New York: Routledge. Moyer, M. & Sullivan, J. (2008). Student risk-taking behaviors: When do school counselors break confidentiality? <i>Professional School Counseling</i> , 11, 236-245.	Journal A Case Presentation 1
Feb. 15	Cultural Issues in Counseling	Drake, R. E. (2013). A mental health clinician's view of cultural competence training. <i>Cultural Medical Psychiatry</i> , 37, 385-389. See Module on Canvas. Ellis, E. Silenced: The Black student experience. <i>Therapy Today</i> , 24(10), 70-74.	Journal B Case Presentation 2
Feb. 22	Goal Setting, Treatment Planning and Documentation	Hawley, K. M. & Weisz, J. R. (2003). Child and therapist (dis)agreement on target problems in outpatient therapy: The therapist's dilemma and implications. <i>Journal of Consulting and Clinical Psychology</i> , 71, 62-70.	Journal A Case Presentations 3
Mar. 1	"	TBD	Journal B Case Presentations 4 & 5
Mar. 8	Using Body Work and Play in Therapy with Children and Adults	Excerpt: Schaefer, C. E. (2003). <i>Play therapy with adults</i> . Hoboken, NJ: John Wiley and Sons. Riiviere, S. (2005). Play therapy techniques to engage adolescents. In L. Gallo-Lopez & C. E. Schaefer (Eds.) <i>Play therapy with adolescents</i> . New York: Aronson.	Journal A* Case Presentation 6 & 7 All: Please revisit goals and meet with supervisor on your progress on these goals for this entry.
Mar. 15	SPRING BREAK!		

Mar. 22	Selected Topics	TBA	Journal B
Mar. 29		Guest Speaker – Topic	Journal A Case Presentations 8 & 9
Apr. 5	Counselor Self Care	Lawson, G., Venart, E., Hazler, R. & Kottler, J A. (2007). Toward a culture of counselor wellness. <i>Journal of Humanistic Counseling, Education & Development</i> , 46(1), 5-19. Stumbling Blocks to Counselor Self Care http://ct.counseling.org/2015/02/stumbling-blocks-to-counselor-self-care/	Journal B Case Presentations 9 & 10
Apr. 12	The Process of Termination	Quintana, S. (Journal A Case Presentations 11 & 12
Apr. 19	Selected Topics	TBA	Journal B Case Presentation 13 & 14
Apr. 26	Selected Topics	TBA	Case Presentation 15 Journal A & B
May 3	Wrap-up		

Additional Resources

Remley, T. P. & Huey, W. C. (2002). An ethics quiz for school counselors. *Professional School Counseling*, 6, 3-11.

Ethical Tips for School Counselors. Find at:

<http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=166>

Carmichael, K. D. (2006). Legal and ethical issues in play therapy. *International Journal of Play Therapy*, 15, 83-99.

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.)

Supervision Issue(s)

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

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 Journal 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, you have not seen a client, use the opportunity to reflect on the experiences that you are having or 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.

INTERVENTION DEMONSTRATIONS: Each student will select an intervention to demonstrate/roleplay for the class, with a fellow classmate role-playing as the client. A sign-up sheet will be available on the first class day.