

**EDP 384Q (10810) M.Ed. Practicum in Counseling
Fall 2017**

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

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

Location: SZB 268

Course Description

This course provides support for school, higher education 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 Dean of Students at 471-6259 or 471-4641 TTY. 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.

Reference text:

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

Readings will be provided by the instructor or the links may be found in Canvas.

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.

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 and Practicum evaluation forms to be completed with site supervisor. This year, we will be using the Docu platform to manage these documents. Dr. Leslie Moore will be your Field Supervisor for this semester and will be working with us to provide access.**
- 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 timeline, short-term or process checks and information about possible barriers to achieving the goal. In terms of your Skills Goal, think to build in time for deliberate practice (will cover more in class).

3. Weekly Practicum Hours Log:

This log is designed to help you with 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. This semester, we are also looking to maintain these through Docu.

4. Monthly Reflective Journal

Engaging in reflective practice is an important part of being a counselor. 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 one entry per week.

5. Presentation Assignment

Each student will choose a relevant topic to be presented to the class. Students may partner with other classmates based on common interests, to create presentations that can be used for peer, staff, professional organizations, parent or student training. Presentations should be about 20 minutes in length.

Proposed Course Schedule

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

Date: August 31, 2017

Introduction to course. The changing role of the counselor and the importance of being an advocate for counseling. The strengths and skills that counselors bring to their practice. Discussion of Goals Activity.

Date: September 7, 2017

Review Goals Activity. Determining your strengths that you bring to a campus. True Colors training. Strengths-based approaches. How to apply ideas to the workplace. Applications for work with students. Small group case review with peers and instructor. Weekly Log due.

Date: September 14, 2017

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>. Kim, J.S., & Franklin, C. (2005). Understanding emotional change in solution-focused brief therapy: facilitating positive emotions. *Best Practices in Mental Health*, (11)1, 25-41. Klonck, F.E., Wunderlich, E., Spurk, D., & Kauffeld, S. (2016). Career counseling meets motivational interviewing: a sequential analysis of dynamic counselor-client interactions. *Journal of Vocational Behavior*(94), 28-38. <http://dx.doi.org/10.1016/j.jvb.2016.01.008>. Mental health speakers – Wendy Varnell – Lifeworks. Reflect on first two weeks of practicum experience. Small group case review with peers and instructor. Weekly Log due.

Date: September 21, 2017

The importance of mindfulness in practice. Identifying personal triggers and strategies for addressing them. Working to be present in the session. Reading: Fulton, C.L. (2016). Mindfulness, self-compassion, and counselor characteristics and session variables. (38)4 360-374. /doi:10.17744/mehc.38.4.06. Guest Speaker: James Butler, SEL Mindfulness Coach for AISD. Readings: Small group case review with peers and instructor. Weekly Log due.

Date: September 28, 2017

Special Topic Related to Training Needs – Strategies for Working with Special Populations. The importance of collaboration with other campus or site staff – teaming for a more comprehensive approach to student needs. Process for referral for other services. Cherry Lee and Leandra Trevino from 504 offices. Small group case review. Weekly log due.

Date: October 5, 2017

Special Topic Related to Training Needs – Social Justice and Equity issues in Counseling. Readings: Crethar, H.C., & Winterowd, C.L. (2012). Special section: spiritual, ethical, and religious issues and social justice. *Counseling and Values*, (57)1, 3-9. McMahon, H.G., Mason, E.C.M., Daluga-Guenther, N., & Ruiz, A. (2014). An ecological model of professional school counseling. *Journal of Counseling and Development* (92)4, 459-471. Small group case review. Weekly Log due.

Date: October 12, 2017

Mid-semester progress review of learning and skills goals. Small group case review. Weekly Log due. September Reflective Journal due.

Date: October 19, 2017

Special Topic Related to Training Needs: Critical Incident Response.

Review of site protocols for addressing suicidal ideation, threats, etc.

Small group case review.

Weekly Log due.

Date: October 26, 2017

Special Topic Related to Training Needs –The underlying experience of trauma and its impact on wellness. Review of the Adverse Childhood Experiences Study and related developmental brain theory from Dr. Bruce Perry, Dr. Dan Siegel and Dr. Bessel van der Kolk. Readings: Perry, B.D., & Hambrick, E.P., (2008). The neurosequential model of therapeutics. *Reclaiming Children and Youth* (17)3, 39-43. Felitti, V.J., Anda, R.F., Nordenberg, D., Williamson, D.F., Spitz, A.M., Edwards, V., Koss, M.P., & Marks, J.S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *Journal of Preventative Medicine* (14)4. 245-258

Small group case review.

Weekly Log due.

Date: November 2, 2017

Group work for Special Topic Presentations

Small group case review

Weekly Log due.

Date: November 9, 2017

Student Special Topic Presentations: _____

Small group case review.

Weekly Log due. October Reflective Journal due

Date: November 16, 2017

Student Special Topic Presentations: _____

Small group case review.

Weekly Log due.

Date: November 30, 2017

Student Special Topic Presentations: _____

Small group case review.

Weekly Log due.

Date: December 7, 2017

Presentation and review of final status of learning and skills goals

Weekly Log due. November Reflective Journal due.