**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND COUNSELING**

**Clinical Mental Health Counseling**

**Course Number:** COUN 7910

**Course Title:** Practicum in Community Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7320, 7350, 7950; Departmental approval.

Students must notify practicum coordinator one semester in advance of registering for COUN 7910

**Co-requisites:** None

**Class Meeting:** Tuesdays 1-250p; (HC 1126)

**Instructor:** Amanda M. Evans, PhD, LPC, NCC

2068 Haley Center

(334) 844-7695 / (724) 510-1152

**Date Syllabus Prepared:** July, 2009, revised 2011; August 2012

**Recommended Texts:**

American Counseling Association (2005). American Counseling Association Code of Ethics. Alexandria, VA: Author.

Lichner, B.I. (2012). *Clinical case formulations.* Hoboken, NJ: Wiley.

**Course Description:**

Supervised counseling experiences in which students serve as counselors at pre-arranged and approved community counseling settings. Supervised counseling experiences in which students serve as counselors at pre-arranged sites and approved community counseling settings appropriate to their program emphasis. Students will be placed through an application process that occurs the spring semester prior to the start of Practicum.

**Course Objectives:**

Through extensive practice of individual and group counseling, integration of theory and professional issues, development and implementation of course related activities, and the participation in group and individual supervision and the completion of written and simulated tasks included in the training program, students will demonstrate abilities in the following five major competency domains:

1. **Counseling Skills** 
   1. The ability to communicate to the client the nature and limits of the counseling relationship.
   2. The ability to interview clients using direct and indirect methods of inquiry.
   3. The ability to develop and maintain a productive counselor client relationship.
   4. The ability to use of basic counseling skills to respond to client needs.
   5. Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.
   6. The ability to respond to important material as it arises in the counseling session.
   7. The ability to recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.
   8. The ability to recognize and respond appropriately to crisis.
   9. The ability to use and/or create interventions, consistent with the counselor’s guiding theory and/or consistent with the client’s needs.
   10. Communicates in a style compatible with the communication style and developmental level of the client.
   11. The ability to use advanced accurate empathy, proper self-disclosure and confrontation, and immediacy.
   12. The ability to identify small increments of change.
   13. The ability to deal with the issues related to termination (i.e., referrals, timing, and resistance).
   14. The ability to apply the counseling skills referenced above to culturally diverse client populations.
2. **Conceptualization and Planning Skills**
3. The ability to systematically conceptualize human behavior and the process of change.
4. The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.
5. The ability to consider socio and political contexts when evaluating, conceptualizing, and planning interventions.
6. The ability to use empirically supported counseling practices and/or interventions.
7. The ability to present and staff a case using principles and methods of case conceptualization.
8. **Supervision Consulting Skills**
9. The ability to identify the expectations of the client and supervisor.
10. Receptivity to individual and group supervision/feedback.
11. The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.
12. The ability to provide facilitative feedback to others.
13. Seeks case consultation from supervisors when needed.
14. **Evaluation Skills**
15. The ability to develop, implement and evaluate individual and group treatment/counseling plans.
16. The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.
17. The ability to modify specific interventions on the basis of effectiveness.
18. The ability to apply the evaluation skills referenced above to culturally diverse client populations.
19. **Professionalism**
20. Knowledge of and identification with the role and function of a professional counselor/therapist.
21. Demonstration of self-awareness as a professional counselor.
22. Thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies.
23. Promotion of individual professional development both in and outside of the practicum experience.
24. Attitudes and behaviors that place clients’ welfare and well-being as the foremost priority.

**Course Content:**

Each week’s class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback.

**I. Week 1 8/21/12**

**Course Introduction**

A. Learn course requirements

B. Meet individual supervisors and plan for supervision

**II. Week 2 8/28/12**

**Dimensions of Working in Community Counseling**

A. Beginning stages of group and individual counseling

B. Goal Development: Developing goals for consumers

C. Develop goals and objectives for practicum experiences

**III. Weeks 3-5 9/3/12; 9/11/12; 9/18/12**

**Case Consultation**

1. Case consultation and conceptualization skills
2. Review of individual and group counseling skills
3. Addressing professional development issues
4. Developing treatment plans

**IV. Weeks 6-12 9/25/12; 10/2/12; 10/9/12; 10/16/12; 10/23/12;**

**10/30/12; 11/6/12**

**Case Consultation and Case Presentations**

A. Case consultation

B. Case Presentations and group feedback

**V. Weeks 14-15 11/13/12; 11/27/12**

**Case Consultation, and Self-Evaluation of Progress**

A. Case consultation

B. Evaluate individual progress toward goals and objectives

C. Evaluating treatment plans

**\* Due (Week 15): Field Experience Binder including**

1.Practicum log (should be signed by the site supervisor weekly)

* Copy provided to University Supervisor

2. Three (3) evaluations forms:

* Site Supervisor
* University Supervisor
* Student Self-evaluation.

3**. Case Modular**

* Treatment Plan
* Intake/Assessment materials
* Case Conceptualization
* Supervision Reflection
* Progress Note
* Session Summary
* Outcome assessment

**Course Requirements:**

A. ***Class and practicum attendance*:** The expectation is held that students will attend all classes (group supervision). In addition to this group supervision, students are required to attend 1 hour of University individual supervision per week. As with class attendance, this is mandatory. In case of absence due to illness or other crisis condition, practicum students will notify all supervisors. It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.

B. ***On‑going counseling:***Students should complete a minimum of **100 total practicum hours** which include a minimum of **40 direct service hours** to pass this class. Students are required to spend a minimum of **10 hours on site per week and no more than 12 hours**. The direct service portion of the practicum requirements can be met by providing individual counseling and group counseling. Of the three to four client sessions per week, two are required to be individual counseling. ***Group counseling sessions can only make up a total of 1 of the minimum hours of direct service required per week.*** The in-direct service portion of the practicum requirements includes a minimum of six to eight hours on-site weekly. As a note: students are required to be at their site engaged in professional activities and counseling throughout the 15 week semester (for the 10-12 hours per week).

Individual sessions are required to be taped (either audio or video) for the purpose of supervision. A *Consent to Tape* form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

C. ***Client file(s*):** Students will maintain the following documents in a file for each client and group with identifying data not included (students are asked to code files)

* Consent forms (Adult and Child) with identifying data removed
* Progress notes of each session (group and individual)
* Session summary forms for individual session that have been taped

D. ***Individual Supervision*:** The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own and complete a typed session summary form for every client seen each week. Students must turn in a minimum of two (2) tapes and all summaries 48 hours prior to supervision. In addition, students should bring the practicum binder that contains the log, evaluation forms, \*client files (including up to date progress notes) and the tool box. Please note that individual supervisors may request additional materials to be added to this binder for review (e.g., other evaluations forms, tape transcripts, etc). The individual supervisor will complete both a midterm and a final evaluation of the student.

E. ***Group Supervision*:** Occurs during class time. During this time students will participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Readings will be assigned text, journals and other sources. Students are expected to link relevant material from the readings to the practicum experience in class discussions.

In addition to the on-going case discussions each student will be required to present a case (staffing). This case presentation will include providing peers with a copy of the client case conceptualization and treatment plan. In addition students should develop a handout that identifies client goals, progress evaluation, critical issues, and questions for peer supervisors. In addition, students are asked to provide a bibliography of professional resources that are relevant to this case (6-10 references). Students will be asked to present the case discussing the issues discussed in their handout. This should include playing a 10 – 15 minute segment of a session tape.After the session, students will be asked to participate in peer supervision and provide feedback.

F. ***Site Supervision*:** This includes opportunities for on‑going consultation and collaboration with a site supervisor who has at least a Master’s degree in counseling and a minimum of 2 years experience. Not all students will be at sites that provide continuous on-going supervision though they will have an identified Site Supervisor. The Site Supervisor will complete both a midterm and a final evaluation of the student.

G. ***Field Experience Documentation*:** Students must submit the following items to university group supervisor to receive final grades. Some of this documentation will also be in your Field Experience Binder. These items will be placed in each student’s permanent file stored in 2084 Haley Center. The items include:

* Practicum Information Form
* All supervisors’ evaluation forms (Site, University)
* Self-Evaluation Form
* The practicum log
* Student evaluation of site.

**Grading and Evaluation Procedures:**

The main criterion for evaluation in practicum is based upon demonstration of the identified course objectives, meeting course requirements, and supervisory evaluation. Final evaluation will include all supervisory evaluations and feedback. Grades are S/U.

**Class Policy Statements:**

* 1. Attendance: Attendance is required. Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises. As this class represents your clinical practice, missing more than one class can lead to an “In Progress” on your academic transcript. Students who receive an “IP” on their transcript can be required to retake the Practicum Class.
     1. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance or the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
     2. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
  2. Confidentiality: Students must maintain confidentiality of all case discussion. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. This action would be considered highly unethical behavior (see [ACA Code of Ethics](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a first name) of the person in discussion and/or some other code (e.g. initials) on all documentation will be appropriate. Classroom civility is expected. Please turn off cell-phones or pagers before entering class.
  3. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
  4. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/IT).
  5. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
  6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

**Justification for Graduate Credit (for Graduate Credit Only)**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.