

COUN 8910 (section CE1)
Advanced Practicum in
Counseling

Spring 2011

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**Department of Special Education,
Rehabilitation, Counseling/School
Psychology**

College of Education

INSTRUCTOR INFORMATION:

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OFFICE HOURS:

By appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** COUN 8910-CE1
 Course Title: Doctoral Advanced Practicum in Counseling
 Credit Hours: 3 Semester hours
 Prerequisites: COUN 7910 & Departmental Approval
 Corequisites: None

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2. **Date Syllabus Prepared:** September, 1998; 2002, 2004, 2007, 2009;
 Reviewed and Updated January, 2010

3. **Texts or Major Resources:**

Counselor Education Professional Experiences Handbook, 2009

Recommended:

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

American Psychological Association [APA] Publication Manual (6th ed.)

4. **Course Description:**

Advanced supervised counseling experience appropriate to student's program emphasis. This practicum is designed for doctoral students who will serve as counselors at pre-arranged sites appropriate to their program emphasis. The course requires integration of theoretical, clinical, and technical expertise in counseling. In addition, students are expected to demonstrate advanced counseling and conceptualization skills.

5. **Student Learning Outcomes:**

Through extensive practice of counseling, completion of written and simulated tasks included in the training program, and integration of theory, process, and professional issues learned in the prerequisite courses, students will demonstrate the following:

1. An ability to accept and assume control over his/her emotions. Counselors accept responsibility for their feelings concerning the client and can use

- information about those feelings appropriately and/or therapeutically;
CACREP III.A, III.C
2. An awareness of the human capacity to change and the appropriateness of a client's goals. The counselor also begins to feel comfortable accepting those processes that are not immediately changeable; CACREP III.A, III.C
 3. An awareness of both constructive and destructive motivations and the ability to control or utilize these in the best interest of the client; CACREP III.A, III.C
 4. A consistency of professional identity that is apparent from client to client and from session to session. This identity may be closely aligned with a particular theory or may be eclectic in nature. It will be consistent with the cognitive intellectual styles, and the emotional make-up of the person; CACREP III.A, III.C
 5. The ability to appropriately solicit and use professional consultation; CACREP III.A, III.C
 6. An awareness of one's own limitations, and the ability to seek further education or access research regarding differing cultural and ethnic patterns, and a developed process of guarding against inadvertent bias against others; CACREP III.A, III.C
 7. The ability to integrate and understand a variety of skills and techniques necessary to cope with most clients' problems. An ability to adapt these skills and techniques to new situations and acquire new skills when necessary. This includes techniques and theories related to systems, groups, career counseling, and individual counseling; CACREP III. A, III.C
 8. An ability to utilize the appropriate ethical standards and legal statutes relating to the specific populations with which they work; CACREP III.A, III.C
 9. An ability to actively engage in treatment planning, implementation, and evaluation for each client; CACREP III.A, III.C
 10. An ability to utilize assessment techniques and/or information in making clinical decisions about treatment planning, client progress and termination; CACREP III.A, III.C
 11. The ability to discern and utilize support/evidence for treatment found in the professional literature; CACREP III.A, III.C
 12. Responsibility for supervision based on specific concerns relative to the client, counselor self-awareness, and goals established for supervision; CACREP III.A, III.C
 13. A systematic method for keeping accurate and updated records for the purposes of case conceptualization, treatment planning (developing goals and objectives), evaluation of client progress, and termination; CACREP III.A, III.C
 14. An ability to consider all client information, (e.g., progress, lack of motivation for treatment, counselor/client relationship, counselor expertise) in making appropriate decisions regarding termination/referral; and CACREP III.A, III.C

15. A working knowledge of group dynamics such as: content and process variables; leadership styles; and group intervention techniques; client rights and responsibilities; CACREP III.A, III.C

Please note: *refers to CACREP 2009 standards

6. Course Content Outline:

Throughout the semester, practicum students will meet weekly for scheduled group supervision experiences (2 hrs), as well as for hour-long individual or triadic supervisory sessions

Date:	Class Topic:	Reading Due:	Assignment Due:
01/12	Syllabus, Course Overview, and Placement Discussion	None	None
01/19	Group Supervision	Supplemental Self Study	None
01/26	Group Supervision	Supplemental Self Study	Class presentation and discussion
02/02	Group Supervision	Supplemental Self Study	Information Form (via e-mail)
02/09	Group Supervision	Supplemental Self Study	Class presentation and discussion
02/16	Group Supervision	Supplemental Self Study	Class presentation and discussion
02/23	Group Supervision	Supplemental Self Study	None
03/02	Group Supervision MID-SEMESTER Class Evaluation	Supplemental Self Study	Mid-Term Evaluations Class presentation and discussion
03/09	Group Supervision	Supplemental Self Study	Class presentation and discussion
03/16	SPRING BREAK		
03/23	Group Supervision	Supplemental Self Study	Class presentation and discussion
03/30	Group Supervision	Supplemental Self Study	Class presentation and discussion
04/06	Group Supervision	Supplemental Self Study	Class presentation and discussion
04/13	Group Supervision	Supplemental Self Study	Class presentation and discussion
04/20	Group Supervision	None	None

04/27	FINAL Class and Evaluation Site Wrap-up and Finalize Internship Tasks	None	Last day to submit internship documentation to instructor
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7. Assignments/Projects:

- a. Readings. It is imperative that students read diligently (engage in self study) to keep up-to- date with current counseling issues and to develop research based counseling interventions with specific populations whom they will be working with.
- b. Class and practicum attendance. The expectation is held that students will attend *all* classes. Additionally, practicum students will work with site supervisors to schedule *8-10 hours per week on site* and will maintain that schedule throughout the term. In case of absences due to illness or other crisis condition, practicum students will notify all supervisors. Site supervisors will be apprised of the practicum student's schedule of sessions so that all students/clients can also be notified.
- c. On-going counseling: Students should complete *a minimum of 100 total practicum hours* which include passing this class. The direct service portion of the practicum requires *a minimum of 40 direct services hours*. Individual sessions are required to be *taped* (digital audio) for the purpose of supervision. *Consent* to tape form must be obtained from each client (consent from parents is required for minors). Students are also required to have experiences in leading groups – these sessions will not be taped but documented using appropriate forms.
- d. Client file. Students will maintain the following documents for a file for each client or group: Progress notes of each session, case conceptualization, treatment/counseling plan, mid-term and final evaluation of progress toward treatment/counseling goals, intake form (if appropriate), and MSE (if appropriate). Summaries of each session for supervision will also be maintained.
- e. Individual Supervision. The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students *should review tapes on their own and list identified areas of strength, weakness, and questions* on each counseling session summary form. Students must turn in a minimum of *two (2) tapes and summaries for each client session at least 48 hours prior to supervision* and bring all active files to each session. In order to see clients each week, the practicum student must participate in individual and group supervision.
- f. Group supervision will occur during class time. Students will bring the cases which deemed to be concerned or effective for the benefits of their

clients and the learning of supervisees. Students will also take turns presenting tapes and cases for review in class.

- g. Presentation and class discussion: will involve a write-up of a case as well as a verbal presentation and class facilitation discussion that is topic specific. The presentations will be approximately *1 hour in length*.
- h. Individual and Group Theory Statement: Each student is asked to develop a statement that outlines their theoretical foundation for both individual and group counseling. Students must be able to link the philosophical statement to a specific individual and group treatment plan with a specific discussion of how what is stated can or is being demonstrated demonstrated in the treatment plan.
- i. Supervision permanent file. Students must submit the following items to university group supervisor to receive final grades. These items will be placed in each student's permanent file stored in 2084 Haley Center. The items includes: *practicum log, information about the site and supervisors, student's goals and objectives for the term of enrollment, evaluations from sit supervisor, and students' self-evaluation.*

8. Rubrics and Grading Scale:

The main criterion for evaluation in practicum is competence in counseling skills as demonstrated through class attendance and participation, openness to improvement, and completion of requirements. Final evaluation will include site supervisor, university supervisor and student ratings with regard to the course objectives. Grades are S/U.

***INCOMPLETES WILL BE ASSIGNED ONLY UNDER UNUSUAL CIRCUMSTANCES**

9. Class Policy Statements:

Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting. One class absence will be permitted (with notification), class absences beyond that will result in a 10% reduction in overall grade. Changes in this policy will only be considered in instances of personal or medical emergencies.

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need

accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

The University Honesty Code and the Tiger Club Rules and Regulations pertaining to cheating will apply to this class.

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 practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

10. Justification for Graduate Credit:

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply. This course 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.