

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING
SYLLABUS

1. **Course Number:** COUN 8910-CE1
Course Title: Doctoral Practicum Counselor Education and Supervision
Credit Hours: 3 Semester hours
Prerequisites: COUN 7910 & Departmental Approval
Co-requisites: None
Semester/Year: Spring 2015

Instructor: Chippewa M. Thomas, Ph.D., LPC, NCC

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2. **Date Syllabus Prepared:** September, 1998; 2002, 2004, *Reviewed and Updated*
January, 2007; November, 2009; January 2014, January 2015

3. **Text(s) or Major Resources:**

Counselor Education Doctoral Degree Handbook, Retrieved from
http://education.auburn.edu/files/dept_ser/ced_docstudent_handbook.pdf

Duncan, B. L. (2010). *On becoming a better therapist*. Washington DC: American Psychological Association.

Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M.A. (2010). *The heart and soul of change* (2nd Ed.) Washington DC: American Psychological Association.

Articles:

Hays, D. G., Prosek, E. A., & McLeod, A. L. (2010). A mixed methodological analysis of the role of culture in the clinical decision-making process. *Journal Of Counseling & Development*, 88, 114-121. doi:10.1002/j.1556-6678.2010.tb00158.x

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, 63, 146-159. doi:10.1037/0003-066X.63.3.146

Laska, K. M., Gurman, A. S., & Wampold, B. E. (2013). Expanding the Lens of Evidence-Based Practice in Psychotherapy: A Common Factors Perspective. *Psychotherapy*, doi:10.1037/a0034332

4. **Course Description:** Advanced supervised experience that is appropriate to student's program emphasis.

Expanded Course Description: 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. **Course Objectives:** Development of advanced individual and group counseling skills.

Students will demonstrate the following objectives based on CACREP 2009 Doctoral standards:

Knowledge

1. Knowledge of the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.
2. Knowledge of various methods for evaluating counseling effectiveness.
3. Knowledge of the research base for existing counseling theories.
4. Knowledge of the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

Skills and Practices

1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
2. Demonstrates effective application of multiple counseling theories.
3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

6. **Course Content/ Schedule:**

Throughout the semester, practicum students will meet weekly for scheduled group supervision experiences (2 hours), as well as for hour-long individual or triadic supervisory sessions. See detailed schedule on p. 6 of this syllabus.

7. **Course Requirements:**

A. Readings. It is imperative that students read diligently to keep up-to-date with current counseling issues and to develop research based counseling interventions with specific populations with whom they will be working. Required readings listed on the course schedule should be completed prior to the start of class.

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 student/clients can also be notified.

C. Provision of counseling services. Students must complete *a minimum of 100 total practicum hours* in order to complete the requirements of this course. *A minimum of 40*

direct service hours is required as part of the total 100 hours.

Individual sessions are required to be taped (digital audio) for the purpose of supervision. A “Consent to Tape” form must be obtained from each client (consent from parents is required for minors). Students are also required to have experiences leading groups – these sessions will not be taped but documented using the appropriate forms.

D. Client file. Students will maintain the following documentation 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). Students will also complete a “Session Summary” form for each client prior to the student’s supervision session. Templates for the aforementioned documentation are found in the *Counselor Education Doctoral Degree Handbook*.

E. Individual Supervision. The assigned university supervisor will provide weekly supervision. Prior to this meeting, students should review their tapes and complete a “Session Summary” form for each tape. Students must turn in a minimum of two (2) tapes and session summaries at least 48 hours prior to supervision and bring all active files to each session. The practicum student must participate in individual and group supervision each week in order to see clients.

F. Group supervision. Group supervision will take place during scheduled class time. Students will present and discuss client cases that are deemed to be of concern or beneficial to the learning of supervisees. Students will also take turns presenting client cases and tapes in class.

G. Case presentation. Each student will present a client case, which will include the following: a description of the client’s presenting concerns, information gathered via assessment, conceptualization, diagnostic impressions (based on the DSM-V), short- and long-term goals, theory-based interventions, (anticipated) outcomes, and audiotape review. The presentations will be approximately 1 hour in length.

H. Individual and Group Theory Application Paper. Each student is asked to outline their theoretical foundation for both individual and group counseling. The student’s application of theory should be linked to a specific individual and group treatment plan with a detailed discussion of how the theoretical foundation is demonstrated in the treatment plan. Papers should be 8-12 pages including references.

I. Self Care Plan. Each student is asked to outline an approach personal care the lists weekly satrapies for preventing burnout for the semester. The student’s application of knowledge of self-care strategies should be reflected in the plan and should be linked to research and best practices outline in the counseling literature for professionals. Plans can be 3-5 pages in narrative or list format including any relevant references.

J. Supervision permanent file. Students must submit the following items to university group supervisor: practicum log, information about the site and supervisors, student's goals and objectives for the term of enrollment, evaluations from site, university, and students' self-evaluation. ***These items must be submitted in order to receive a final grade,*** and they will be placed in each student's permanent file stored in 2084 Haley Center.

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 evaluations 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**

Class Policy Statements:

1. Attendance: Students are expected to attend, be on time for, and participate in each class meeting. Students are expected to prepare for and attend all supervisory sessions and attend their practicum site as agreed upon with the student's site supervisor. As this class represents clinical practice, missing more than one class can lead to incomplete course requirements.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of 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 of 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences 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.
4. Confidentiality: Students must maintain confidentiality of all case discussions, in compliance with the [ACA Code of Ethics](#). Discussing client material outside of group or individual supervision with any other persons besides 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. Additionally, to maintain client confidentiality, client codes (e.g. a first name) will be used in discussion and on all documentation (e.g. initials).
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> 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.

6. Accessibility Accommodations: 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
7. 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, an addendum to your syllabus and/or course assignments will replace the original materials.
8. 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:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality
9. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but *may be used for class purposes only and must not be a distraction.*

Justification for Graduate Credit:

This course includes advanced content crisis intervention. 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.

SYLLABUS DISCLAIMER:

The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.

Course Schedule

Week	Date	Topic	Readings/Assignment
1	1/20/15	Introduction and Overview of Course Review Required Documentation Practitioner Development	ACA Code of Ethics http://www.counseling.org/resources/aca-code-of-ethics.pdf
2	1/27/15	Therapeutic Relationship	Self-selected article relevant to course
3	2/3/15	Self-care Presence in Counseling	Supplemental Self-Care Plan
4	2/10/15	Assessment and Diagnosis <i>Case Presentation</i>	Supplemental
5	2/17/15	Counseling Theory <i>Case Presentation</i>	Supplemental
6	2/24/15	Conceptualization & Treatment Planning <i>Case Presentation</i>	Supplemental
7	3/3/15	Hazards of Practice <i>Case Presentation</i>	Supplemental
8	3/10/15	Research and Practice <i>Case Presentation</i>	Supplemental
9	3/17/15	Evidence-Based Practice and Common Factors <i>Case Presentation</i>	Supplemental Midterm Evaluations Due
10	3/24/15	SPRING BREAK	None
11	3/31/15	Group Counseling <i>Case Presentation</i>	Supplemental
12	4/7/15	Ethical Practice <i>Case Presentation</i>	Supplemental
13	4/14/15	Balancing Care for Others and for Self Sustaining Professional and Personal Self <i>Case Presentation</i>	Supplemental Theory Paper
14	4/21/15	Maintaining Change & Termination	Supplemental
15	4/28/15	Class wrap-up	Revised Self-Care Plan Final Evaluations Due