**AUBURN UNIVERSITY**

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

**1. Course Number:** RSED 7910 **Course Title:** Practicum in Rehabilitation Counseling  **Credit Hours:** 3 semester hours **Prerequisites:** Completion of first year coursework in Rehabilitation Counseling program. **Corequisites:** None

**Instructor: Nicholas C. Derzis, Jr., PhD, CRC**

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 **334-844-2501**

**2**. **Date Syllabus Prepared:** May, 2016; May, 2017

**3. Recommended Texts and Resources:**

American Counseling Association (2014). *American Counseling Association Code of Ethics*. <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Commission on Rehabilitation Counselor Certification (2017). *Rehabilitation Counseling Code of Ethics.*

\*\*the code of ethics is available under “files” on CANVAS

**4. Course Description:**

Supervised counseling experiences in which students serve as counselors at pre-arranged and approved settings.

**5. Student Learning Outcomes:**

According to the 2016 CACREP Standards the following are requirements for all students enrolled in the practicum course experience:

CACREP 2016 - Section 3: Professional Practice

 Practicum

 F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks

 G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of rehabilitation counseling skills

 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 be required to *demonstrate these counseling skills* in the following five major competency domains:

Competency Domains/Student Learning outcomes

**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.
	15. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

**Conceptualization and Planning Skills**

1. The ability to systematically conceptualize human behavior and the process of change.
2. The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.
3. The ability to consider socio and political contexts when evaluating, conceptualizing, and planning interventions.
4. The ability to use empirically supported counseling practices and/or interventions.
5. The ability to present and staff a case using principles and methods of case conceptualization.

**Supervision Consulting Skills**

1. The ability to identify the expectations of the client and supervisor.
2. Receptivity to individual and group supervision/feedback.
3. The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.
4. The ability to provide facilitative feedback to others.
5. Seeks case consultation from supervisors when needed.
6. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

**Evaluation Skills**

1. The ability to develop, implement and evaluate individual and group treatment/counseling plans.
2. The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.
3. The ability to modify specific interventions on the basis of effectiveness.
4. The ability to apply the evaluation skills referenced above to culturally diverse client populations.

**Professionalism**

1. Knowledge of and identification with the role and function of a professional counselor/therapist.
2. Demonstration of self-awareness as a professional counselor.
3. Thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies.
4. Promotion of individual professional development both in and outside of the practicum experience.
5. Attitudes and behaviors that place clients’ welfare and well-being as the foremost priority.

**6. Course Content Outline:**

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 participate in Group Supervision relevant to their development and counseling experiences at their sites.

 **Week 1 -3 Course Introduction**

A. Learn course requirements

B. Discussion of the supervisory process and requirements

 C. Discussion of ethical and legal issues in practicum

 **Dimensions of the Counseling Process**

A. Beginning stages of group and individual counseling

 B. Discussion of ethical and legal issues in practicum

 C. Training on digital taping and storage on

 D. Discussion of site specific professional development and professional responsibilities

 **Weeks 3-6 Case Conceptualization and Consultation**

1. Case consultation and conceptualization skills
2. Review of individual and group counseling skills
3. Documentation skills
4. Theoretical Integration
5. Developing treatment plans

**\*First reflection Due**

 **Assignments Midterm (5th or 6th Class session): Submitted to Group Supervisor**

* Site Supervisor approved/signed Midterm Practicum log
* Individual University Supervisor Evaluation (will be provided by Supervisor)
* Self Evaluation (copy provided to Individual Supervisor by supervisee)
* Site Supervisor Evaluation

 **Weeks 6-9 Case Consultation and Case Presentations**

A. Case consultation

B. Case Presentations

C. Peer Supervision

 \*Reflections 2-4 due (6th week, 8th week, 10th week)

**Weeks 9-10 Case Consultation, and Self-Evaluation of Progress**

A. Case consultation

B. Evaluate individual progress toward goals and objectives

C. Evaluating treatment plans

 **Assignments: Final Documentation - Group Supervisor**

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

 2. Final Evaluation forms:

* Site Supervisor: electronically submitted
* University Supervisor
* Student Self-evaluation
* Student Evaluation of University Supervisor
* Student Evaluation of Site

 3**. Counseling Skill Demonstration Module:**

* Treatment Plan
* Intake/Initial Interview
* Case Conceptualization
* Progress Note
* Session Summary

**7. Assignments/Projects:**

 A. ***Group Supervision* :** Practicum requires student attendance in both Group and Individual Supervision, this follows CACREP (2016) and ACA Ethical Codes related to supervision during practicum. Thus, the requirement is that students will attend all classes (group supervision). Students who will need to miss more than one group supervision session may be required to repeat the course.

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.

Group Supervision includes the discussion of cases and peer supervision. Group Supervision and Peer Supervision follows these guidelines:

* Students must maintain confidentiality of all case discussions. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement (this would only include other student counselors during appropriate staffing or supervised meetings), the client, or appropriate Supervisors would demonstrate unethical behavior and non-adherence to ACA Ethical Standards as well as the Auburn University Code of Student Discipline. This behavior may result in may result in review by a student’s Academic Committee and recommendation of remediation or dismissal.
* Peer Supervision requires respect and this includes respect during case discussions and when providing feedback.

 **Group Supervision Requirements**: In addition to the participation in class activities and peer supervision each student will be required to present a *Case Presentation.*

 Case Presentations contain these materials and a brief presentation in class (with copies provided to all peer supervisors)

* Intake
* Case Conceptualization Form
* Case Treatment Plan
* Case Presentation
* Overall Client Goals
* Session Focus Goals and Process
* Session Summary/Progress Note
* Identified Intervention with resources: Should include brief discussion of: intervention, theoretical foundation, rationale, evaluation of outcomes or indicators, and resources.

**Session Documentation:**

* Session Summaries for all Direct Service Hours – Progress note for all direct service hours, and Session Process Questions for those sessions that are taped.
* Practicum Log to verify hours
* Midterm and Final University Supervisor Evaluation (copy provided to Group Supervisor and Student)
* Student Mid-term and Final Self-Evaluation – provided the week prior to the University Supervisor completing their Evaluation

 **Midterm Documentation:**

* Site Supervisor approved/signed Midterm Practicum log
* Individual University Supervisor Evaluation (will be provided by University Supervisor)
* Self Evaluation (copy provided to Individual Supervisor by supervisee)
* Site Supervisor Evaluation

 **Final Documentation:**

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

 2. Final Evaluation forms:

* Site Supervisor: electronically submitted
* University Supervisor
* Student Self-evaluation
* Student Evaluation of University Supervisor
* Student Evaluation of Site.

 3**.** Counseling Skill Demonstration Module**:**

* Treatment Plan
* Intake/Initial Interview
* Case Conceptualization
* Progress Note
* Session Summary

 B. ***Counseling Direct and Indirect Hours:***Students will complete a minimum of **100 total practicum hours** which includes both direct and indirect hours. Students will be required to complete a minimum of **40 clock hours of direct service**. Students are required to be at their sites for **a minimum of 5 hours per week and not more than 12 hours per week** unless it is determined necessary to meet minimum direct service hours. Students should be aware that they are required to continue providing direct and indirect counseling services for the total 10 weeks of the semester. As part of your academic fees you have paid for liability insurance for your clinical counseling experiences.

 **Direct Service**: These are hours spent in direct counseling services with a client. These are services that also promote the development of counseling skills for the supervisee.

 This includes: Individual Counseling, Group Counseling (where the supervisee is Leading or Co-Leading Group), Psycho-Educational Group Counseling, and Intake/Initial Interview.

 **Indirect Service**: Students will also be required to engage in what is termed indirect service hours and activities. These hours are often focused on preparing for counseling, professional program responsibilities on-site, professional development and supervision.

 Types of indirect service hours may include: Supervision hours (Site, University, Group), Documentation and case management, Site and Client-based Advocacy, Professional Development (Site or Group Supervisor approved and does not include training required to start practicum experience), Site Development and Program Activities, and Counselor educational or development activities (educational, client development).

 **Documentation of Hours:** Students will be required to document all Direct and Indirect hours using the *Counseling Practicum Log*.Students are required to maintain this log throughout the practicum experience. The Log will be signed on a weekly basis by the Site and University Supervisors. The University Supervisor will be documenting that direct service hours parallel submitted documentation (e.g., session summaries) and that indirect hours are identified.

Documentation of all hours must follow all ACA Ethical Standards as well as CACREP (2016) guidelines. A student who falsifies direct and/or indirect hours will not be following these standards. Students should be aware of Auburn University polices regarding Academic Dishonesty and Student Conduct, thus falsifying hours may result in review by a student’s Academic Committee and recommendation of remediation or dismissal. Students should refer to the CED Evaluation and Retention policy in their program handbook for program policies related to evaluation and due process.

 <https://www.auburn.edu/academic/provost/academicHonesty.html>

 <https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentDiscipline.pdf>

 <http://bulletin.auburn.edu/thegraduateschool/academicprogress/>

 C. **Documentation of Counseling Experiences:** All counseling experiences will require documentation. This includes the requirement of session summaries and processing questions (work samples), and documentation of the counseling process.

 Work Samples: Students will be asked to document all 40 hours of direct service through session summary forms. For 20 of the 40 documented direct service hours you will be required to complete session process questions which are on the bottom of the session summary form.

 Students are required to upload this documentation in CANVAS.

 **Session Documentation**: Students will maintain the required session documentation in a file for each client and/or group with all **identifying data coded**. Students should use the same coding for each client and note session #. Session documentation will be submitted on CANVAS under the appropriate section. **All documentation for direct service hours must be loaded within 48 hours of providing the direct service.**

 Required Documentation:

* *Session Summary form* **for all direct service hours** with the *Summary Process Questions* completed 20 sessions. This includes Group sessions
* Case Presentation materials
* Evaluations
* Students are recommended to update and copy their log on CANVAS.

 Students should follow these rules concerning documentation :

* Students are never to remove, copy, or take any client specific site documentation off site.
* All documentation should follow ACA 2014 Ethical Standards
* All documentation is to be maintained on CANVAS and is to be maintained until it has been determined that the student has successfully met all requirements for the Practicum course.
* At the end of the semester, all materials submitted to CANVAS will also need to be submitted to Dr. Derzis in a folder or binder. Distance education students will need to ship this binder to me. I would recommend using tracking and/or delivery confirmation. I can receive materials at the following address:

 Auburn University

 Department of Special Education, Rehabilitation, and Counseling

 Attn: Dr. Derzis

 2084 Haley Center

 Auburn University, AL 36849

 D. ***Individual Supervision*:**

 In addition to participating in 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.

 The assigned university supervisor will provide individual supervision weekly. In preparation for supervision:

* All documentation (e.g., Session Summary Form) must be loaded within 48 hours of completion of direct service hours.
* Students are required to upload their Practicum Log on a weekly basis. This log will be used to determine if the reported direct and indirect hours have been properly documented.

 E. ***Site Supervision*:** Site Supervision 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 as well as verification of direct and indirect site hours (Practicum Log).

 G. ***Supervisory Requirements*:** Students may be required by their Individual Supervisor or Group Supervisor to do additional assignments. These assignments may include reflections, readings, demonstrations, or other activities focused on developing their counseling skills.

 H. ***Reflection Activities***: Students will be required to submit 2 reflections throughout the semester. These reflections will focus on the students’ development, challenges, and the supervisory process. **These are due on CANVAS on the due dates established for the assignment.**

**8.** **Rubric and** **Grading and Evaluation Procedures:**

The main criterion for evaluation in practicum is based upon demonstration of the identified course objectives, meeting course requirements (including required direct and indirect hours, attendance at site, attendance for group and individual supervision, and group and individual session requirements)and supervisory evaluation (Group, Individual, Site). Grades are S/U.

**9.** **Class Policy Statements:**

1. Attendance: Attendance is required in this course for group and individual supervision. This requirement follows CACREP 2016 and ACA 2014 Ethical Standards related to the provision of counseling direct services during training (practicum and internship experiences.
2. Excused absences: Due to specific course requirements students will only be granted excused absences from class or supervision on a limited basis. This is to meet specific requirements related to supervision while providing direct counseling experiences. An excused absence may include: 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 the *Tiger Cub* 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. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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.
5. 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/TT).
6. 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.
7. 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:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**10. 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.