

PROFESSIONAL COUNSELING PRACTICUM

HDCO 571-04

Spring 2008

Instructor: Lisa Collins, Ph.D., LCPC
Time: Wednesday 3:00-5:00
Place: HH 307
Office: Herrick 318
Phone: 994-3299
E-mail: lisa.collins4@montana.edu
Office Hours: By appointment

Method of Instruction: Lecture, discussion, and supervised practical application

Description:

Prerequisite: HDCO 521 and consent of instructor.

This course will consist of a supervised experience in counseling. The student in consultation with the practicum supervisor will be assigned to a designated practicum site.

Goal:

The goal of the counseling practicum is to assist the student in learning how to facilitate the growth of another person/s in a counseling relationship. An emphasis is placed on students to develop their own style of counseling.

Objectives:

1. Develop a level of self-awareness, which permits optimal use of one's own behavior in a counseling relationship.
2. Demonstrate skills for intake interviews, mental health history inventory, consultation, use of assessment instruments, treatment planning, and case management.
3. Apply knowledge and skills in supervised counseling relationships.
4. Evaluate the effectiveness of specific strategies and assess counselee's progress.
5. When appropriate, participate in the activities associated with a position as a professional counselor in a school setting.
6. Demonstrate the ability to select and implement theory-based strategies, which will facilitate the attainment of counselee goals.
7. Develop professional identity, demeanor, and responsibility.
8. Establish an awareness of ethical standards and principles with counselees, colleagues, and others.
9. Demonstrate an appreciation of one's own culture and the cultures of others in counseling and interpersonal relationships.

Required Readings:

Vernon, A. (2004). *Counseling children and adolescents*. (3rd ed.). Denver, CO: Love Publishing.

Requirements:

1. Accrue at least 200 hours of activities related to the provision of services at the practicum site:
 - ❖ A minimum of 40 hours must be accrued in direct service with counselees.
 - ❖ Remaining hours may be indirect counseling activities relevant to the practicum.
2. Maintain a log of all practicum activities (direct and indirect contact hours).
3. Meet regularly with university supervisor (site supervisor if applicable).
4. Record and review counseling sessions (a minimum of 3 video or audiotapes).
5. Participate in supervision meetings:
 - ❖ Individual supervision 1 hour each week - an audio or videotape is required for each session.
 - ❖ Group supervision 1.5 hours each week - case presentations, seminar, and discussion, please come prepared with case summaries, notes, and session tapes.
6. Case Presentations: Each student will formally present two cases during class time (other cases may be less formally discussed in a group supervision format). The goals of the formal case presentations are: (a) to demonstrate that you can concisely present a case for review and (b) to obtain feedback from your colleagues while facilitating a group discussion. *Don't simply read your paper*. Case presentations should be 30-40 minutes and include the following:
 - (a) A **BRIEF** overview of the case (no more than 12 minutes), including:
 - description of the client(s) (e.g., demographics, cultural variables, marital/parental status, etc.)
 - description of the presenting issues
 - other relevant treatment information or history (e.g., alcohol/substance abuse history, etc.)
 - your case conceptualization; include some theory and/or research
 - your treatment goals
 - course of treatment (summary of your work with the client)
 - (b) Your current concern or issue (How can we help you?)
 - (c) A 5-minute video-taped segment of a session
 - (d) Your leading of the group discussion related to this case
7. Case Conceptualization Paper: Each student will type a 6-10 page paper based on your *second* case presentation; the paper is due the same day as the second presentation. The paper needs to be *double-spaced*, have *one-inch margins*, be *paginated*, be in *size 12 font*, and be *proofread for spelling and grammar*. The paper should include the following headings :
 - Description of the Client(s)* (maintain confidentiality):
 - Client demographics including relevant cultural variables (age, gender, ethnicity, SES, physical/mental disabilities, sexual orientation, geographic region, & religion)
 - Living and marital/partner situation; parental status (kids?)
 - Work/educational status
 - Source of referral, number of sessions with you, and number of planned contacts

Presenting Concerns and Treatment Issues:

- Issues as initially defined by the client(s) (why seeking services now?)
- Other relevant treatment issues (expansion of presenting concerns & additional information)
- Any crisis & ethical issues

Relevant History (if available):

- Family, social, and relational history
- Educational/work history
- Alcohol/substance abuse history
- Physical and mental health history (including history of presenting problem)

Client Conceptualization:

- Make sense of client's/couple's/family's current situation, pain, strengths, and why she/he/they are "stuck" by integrating all relevant information (e.g., cultural issues, family history, presenting concerns, maintaining factors, etc.)
- Deepen your discussion by including a theoretically grounded formulation (identify and utilize at least one major counseling theory and one developmental theory).
- Provide a 5 Axis diagnosis (if conceptualizing an individual case)

Treatment Goals & Strategies (OUTLINE FORMAT):

- Short & long-term goals based on your conceptualization and the presenting concerns
- Strategies you used or plan to use to attain goals

Course of Treatment:

- Summary of your work with client(s) including interventions utilized (or ones you plan to utilize) to attain goals and current status

Evaluation of Process:

- Critique your work with client(s): What seemed to be helpful? What areas need improvement?

8. Transcript & Critique: Students will provide a transcript of a 20-minute section of a counseling session with a client. The transcript will utilize the following format:

Client: "....."

Counselor: "....."

Skill(s): (list skill(s) used)

Critique: briefly rate the effectiveness of the skill used

The paper will conclude with a critique of the session and skills used by the counselor. The paper should: be typed, be double-spaced, in 12 point font, with 1 inch margins, be paginated, and be proofread for grammar and spelling. Papers not following these guidelines will have points deducted. Students are not expected to have perfect skills; I am most interested in the appropriate labeling of skills and an accurate critique. (Due February 27th).

9. Maintain progress notes for each counselee seen each week - notes will be retained until the end of the semester and then destroyed.

10. Additional responsibilities will be determined on an individual basis.

11. Students are expected to practice within the Ethical Guidelines of the American School Counselor Association and the American Counseling Association. Failure to follow or practice within the profession's ethical guidelines provides cause for automatic removal from the counseling graduate

program.

12. Students are **required** to have liability insurance before beginning their practicum.
13. Students should purchase 1 or 2 high quality VHS format videotapes and/or audiotapes.

Performance Evaluation Criteria and Procedures:

The assignment of a grade for each student will be the responsibility of the practicum instructor, although the instructor may ask for input from the site supervisor (if applicable). Successful fulfillment of the course requirements and completion of practicum objectives will determine the grade. Student progress will be evaluated at midterm and semester's end. Evaluation will consist of a written/oral assessment provided by the practicum instructor and shared individually with each student during individual supervision.

Course Content & Schedule:

<u>Class</u>	<u>Date</u>	<u>Assignment</u>	<u>Topic</u>
1	1/16	Introduction, Syllabus review, course layout	
2	1/23	Chap. 1	Development
3	1/30	Chap. 2	Counseling Process
4	2/6	Chap. 3	Innovation
5	2/13	Chap. 4	Play
6	2/20	Chap. 5	Brief
7	2/27	Chap. 6	REBT Transcripts Due
8	3/5	Chap. 7	Exceptional Children
9	3/12-17	Spring Break – No Classes	
10	3/19	Chap. 8	Culture
11	3/26	Chap. 9	Special Needs
12	4/2	Chap. 10	At Risk
13	4/9	Chap. 11	Groups
14	4/16	Chap. 12	Curricula
15	4/23	Chap. 13	Parents
16	4/30	Chap. 14	Families

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5/7

Final's Week

Case Presentation Schedule

January 16:

January 23: F _____
I _____

January 30: F _____
I _____

February 6: F _____
I _____

February 13: F _____
I _____

February 20: F _____
I _____

February 27: F _____
I _____

March 5: F _____
I _____

March 12: Spring Break – No Class

March 19: F _____
I _____

March 26: F _____
I _____

April 2: F _____
I _____

April 9: F _____
I _____

April 16: F _____
I _____

April 23: F _____
I _____

April 30: F _____
I _____