

Spring 2011

## CE 680 Syllabus: Individual Counseling Practicum

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Course Syllabus  
College of Education  
Winona State University

**Department:** Counselor Education

**Course:** Individual Counseling Practicum Gildemeister 161

**Term:** Spring 2011

**Credits:** 3

**Grading:** Grade only

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Office hours:

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Thursdays 1:00-4:30

(other times by appointment)

**Purpose of the course:**

To enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision and classroom interaction. The course is designed to prepare counselors for the upcoming internship experience and development as independent professional counselors. The evidence provided through the quality of the course requirements, demonstration of maturity, personal insight and professional presentation as appropriate to the counseling profession, will determine the course grade.

The Counselor Education Program requires students to complete a supervised counseling practicum. Forty of those clock hours must be direct service work with appropriate clients. The remaining 110 hours provide opportunities to gain experience in the activities that a regularly employed staff member in a counseling setting would be expected to perform.

The primary intention of the counseling practicum experience is to provide growing exposure and orientation to a relevant professional setting. The responsibility of supervision is shared between the university and the practicum site supervisor. The expectation of on-site practicum supervisors is to provide ongoing guidance and orientation to graduated relevant site experiences. Requiring these clinical experiences prior to an internship placement serves to increase the depth of the practicum student's upcoming internship experience by linking counseling knowledge to relevant counseling experiences.

### Course Objectives:

This course provides practical experience in school and community counseling for graduate students. Personal development and growth, consultation, ethical practice and assessment are also important components. Upon completion of this practicum the student will:

- ✦ have increased understanding of the "counselor as instrument" concept (knowledge)
- ✦ be able to critique his/her own skills and development (skills, practice, professionalism)
- ✦ be able to give and receive feedback in a professional manner (professionalism)
- ✦ apply counseling skills and interventions from a variety of counseling perspectives (skills, practice)
- ✦ apply intervention skills with different populations, such as special needs and culturally diverse populations (skills, practice, professionalism)
- ✦ practice sound professional ethics (knowledge, skills, practice, professionalism)
- ✦ demonstrate a knowledge of professional ethical codes and their application in a variety of cases (knowledge)
- ✦ apply consultation models and serve as a consultant in various situations (practice)
- ✦ make appropriate referrals (practice, professionalism)
- ✦ interpret assessments in the counseling process (knowledge, skills, practice)
- ✦ be able to maintain case notes, summaries, and reflective assessments of the counseling process and client(s) change (practice)
- ✦ develop an effective personal counseling style (practice, professionalism).

### Outcome Goal of Practicum Supervision:

A goal of supervision is to help counselors learn to think about clients and their work with them, not to provide specific directives about particular client or events in therapy.

- ✦ To teach counselors to *develop and test hypotheses* in session with client and that all interventions are based on hypotheses about the client and the therapeutic interaction.
- ✦ To assist counselors in *shifting* from a performance laden stance ("Did I do this right?") to that of curiosity (What did I learn? Was my hypothesis confirmed or not? Do I have new information that allows me to make a new hypothesis?).
- ✦ To prepare counselors in *managing* the frustration and tension associated with the ambiguity of the counseling process.

- ✦ To facilitate the counselors' *self awareness* and understanding with regard to their influence (directly or indirectly) on the counseling process and to develop skills in objective self reflection.
- ✦ To identify and *develop skills* not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator.

#### **Anticipated Performance Goals:**

- ✦ To demonstrate *knowledge of developmental stage* level of clients.
- ✦ To demonstrate *treatment planning* that matches the needs of the client.
- ✦ To provide honest *feedback* to themselves and their peers for increased professional awareness and development.
- ✦ To demonstrate *professional risk taking* in their reflection, understanding, and application of counseling skills.
- ✦ To demonstrate *counseling techniques* that are congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
- ✦ To demonstrate *ethical and professional standards* consistent with the ACA ethical guidelines and the profession of counseling in the community and school settings.
- ✦ To fulfill the requirements of the course at a level of *quality* consistent with advanced graduate training and the counseling profession.

#### **Expectations of the Learning Process:**

All members of a learning community willingly share the responsibilities of gathering, synthesizing and building meaning from information and shared experience. The Instructor/Supervisor has the responsibility to aid in constructing meaningful learning opportunities that develop principles and process skills consistent with being a professional counselor.

#### **The Instructor/Supervisor is committed to:**

- ✦ giving students as much control as possible over their own learning experiences
- ✦ encouraging students to think critically
- ✦ sharing personal understanding, principles and perspectives with students
- ✦ directing students to a broad variety of readings, resources and experiences
- ✦ clarifying concepts and application of process skills
- ✦ helping in establishing criteria for quality work
- ✦ providing ongoing supervision and corrective feedback

#### **The student's responsibility, as a counselor-in-training, is to fully engage in this course by:**

- ✦ taking control of learning
- ✦ reading and synthesizing a broad variety of resources and experiences
- ✦ relating information to personal experience

- ✦ collaborating with other class members on the issues
- ✦ making observations and asking questions
- ✦ being professional in his/her commitments and responsibilities to clients, peers, and the university and on-site supervisors.

**CACREP Standards:**

Section II-G

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:
  - d. self-care strategies appropriate to the counselor role
  - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity
  - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
5. Helping Relationships
  - c. essential interviewing and counseling skills.

Section III

Counseling, Prevention and Intervention

- D. Skills and Practices
  1. Uses the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
  4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
  5. Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining and termination of counseling.
  9. 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.

Diversity and Advocacy

- F. Skills and Practices
  3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Diagnosis

- L. Skills and Practices
  2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

**Commitment to Inclusive Excellence:**

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community (List of campus resources can be found below.)

**Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers and any other electronic devices that make any noise. Computers may not be brought to the classroom without prior permission of the instructor. Cell phones and other electronic equipment continue to be an issue because of texting and other activities during class. My preference is that they not be brought into the classroom unless necessary for emergency calls and then left off and placed somewhere that the temptation to use them for other than emergencies is not present. This will be a topic of discussion during class to determine what is expected of professionals in workplaces and how policies are written in various settings to deal with this issue.

**Academic Dishonesty Policy:**

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source(s)). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

**Winona Campus Resources:**

- Student Support Services, Krueger Library 219, 457-5465 ([www.winona.edu/studentssupportservices/](http://www.winona.edu/studentssupportservices/))
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 ([www.winona.edu/culturaldiversity/](http://www.winona.edu/culturaldiversity/))
- Disability Services, Maxwell 314, 457-2391 ([www.winona.edu/disabilityservices/](http://www.winona.edu/disabilityservices/))
- Counseling Center, Integrated Wellness Center 222, 457-5330 ([www.winona.edu/counselingcenter/](http://www.winona.edu/counselingcenter/))

- Writing Center, Minné Hall 348, 457-5505 ([www.winona.edu/writingcenter/](http://www.winona.edu/writingcenter/))
- Math Achievement Center, Gildemeister 135, 457-5370
- GLBTA Advocate, 507-457-5330
- Advising and Retention, Maxwell 314, 457-5878 ([www.winona.edu/advising/](http://www.winona.edu/advising/))

#### **Details about Campus Resources:**

- Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3<sup>rd</sup> floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible.
- College can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wellness Center 220, and they can be reached at 457-5330.
- For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- For help with understanding math concepts and solving problems, the Math Achievement Center (MAC) is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Gildemeister 135 and provides free tutoring for all students in math, stat, or math education courses. The center is open 10am-3pm Monday through Friday, and 5pm-7pm Monday through Thursday.
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona.  
\* Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).

## Course Requirements:

1. *Attend all scheduled class sessions, and client sessions*
2. *Show proof of professional liability insurance*
3. *Identify a Practicum Counseling Site and perform in a professional manner*
  - ✚ The practicum student is required to identify (in consultation with his/her advisor and university supervisor) a practicum site for performing the counseling duties relevant to the setting (i.e. school, community). **Prior to or early in the semester, the student is required to arrange an initial on-site meeting with him/herself, the on-site supervisor(s), and the university supervisor as well as submit a Practicum Site Agreement.** It is hoped that this site may work into an internship site for the subsequent semester.
  - ✚ The practicum student will perform in a professional manner adhering to ACA ethical standards, acting in a professional manner with site professionals as well as CE faculty, and taking appropriate responsibility for his/her learning goals.
4. *Submit Professional Learning Goals*
  - ✚ The practicum student will be required to identify and submit professional learning goals for the course. The student will do this in consultation with his/her on-site supervisor. **These are due within the first month of the semester.**
5. *Participate in and record a **minimum** of 150 hours of practicum related activities*
  - ✚ 40 hours of Direct Contact (individual and/or group counseling)
  - ✚ 110 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.)
6. *Peer Supervision*
  - ✚ Students will prepare a **Case Presentation Summary on 4 clients** before presenting these cases for peer supervision in class. Peers will provide verbal feedback on the case presentations. Students will present their cases including audio or video clips (if possible) from specific counseling sessions. The expectation is that each counseling session is taped and reviewed by the student. Clips of the sessions will be brought to class for peer feedback.
7. *Individual Clinical Supervision*
  - ✚ The student will gradually assume the duties consistent with expectations of his/her practicum site as well as demonstrate the professionalism consistent with the profession and the ACA Code of Ethics. **A written on-site supervisor**

**evaluation form needs to be submitted to the university toward the end of practicum.** This process is meant to assist the intern-to-be in identifying potential internship goals.

8. *Maintaining Practicum File:*

- ✚ A copy of the ACA Ethical Codes
- ✚ Professional Counseling Log of hours (weekly and final report)

9. *Submit a Final Practicum Summary Paper:*

- ✚ The practicum student will submit a final summary paper (minimum of 3 pages) of his/her practicum experience discussing goals met in practicum and set for internship, identifying the professional and counseling issues addressed, what the student learned about him/herself and evaluation of self-care. **This is due at or near the end of Practicum.**

10. *Participate on a regular basis in the D2L discussion box.*

- ✚ The practicum student will ideally initiate at least three discussion topics and respond at least five times to initiated discussion topics throughout the semester.

Note: If for any reason a student does not meet the criterion set forth in this syllabus/practicum course, he/she may receive a "C" or not ready grade for internship. In this case and depending on the recommendation of the course instructor, the student may need to extend his/her practicum, drop to a professional development degree, or withdraw from the CE program. The current retention policy is outlined in the student handbook.

**Evaluation of the Course Requirements:**

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course.