

Fall 2010

CE 680 Syllabus: Counseling Practicum

Veronica Johnson
Winona State University

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Winona State University Counselor Education Department
CE 680 - Counseling Practicum
Fall 2010 Course Syllabus
Rochester – Endicott Hall 102
Alternating Wednesdays, beginning August 25, 5-8pm

Instructor: Veronica (Roni) Johnson, Ed.D., LCPC
East Hall 208
Winona State University – Rochester
859 30th Ave. SE
Rochester, MN 55904
(507) 285-7329
vjohnson@winona.edu

Office Hours: Tuesday 1-5 (Rochester)
Wednesday 1-5 (Rochester)
Thursday 3-5 (Winona)

Required text:

Cowan, E. W. (2005). *Ariadne's Thread: Case Studies in the Therapeutic Relationship*. Boston, MA: Houghton Mifflin.

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:

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

- a. 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.
- b. 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?).
- c. To prepare counselors in *managing* the frustration and tension associated with the ambiguity of the counseling process.
- d. 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.
- e. 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:

- a. To demonstrate *knowledge of developmental stage* level of clients.
- b. To demonstrate *treatment planning* that matches the needs of the client.
- c. To provide honest *feedback* to themselves and their peers for increased professional awareness and development.

- d. To demonstrate *professional risk taking* in their reflection, understanding, and application of counseling skills.
- e. To demonstrate *counseling techniques* that are congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
- f. To demonstrate *ethical and professional standards* consistent with the ACA ethical guidelines and the profession of counseling in the community and school settings.
- g. 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:

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

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

- a. taking control of learning
- b. reading and synthesizing a broad variety of resources and experiences
- c. relating information to personal experience
- d. collaborating with other class members on the issues
- e. making observations and asking questions
- f. being professional in his/her commitments and responsibilities to clients, peers, and the university and on-site supervisors.

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 8 clients** before presenting these cases for peer supervision in class. Peers will provide verbal feedback on the case presentations.

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.
- The student will be required to participate in weekly supervision with on-site supervisor (1 hour/week), and attend two conjoint meetings with on-site supervisor and faculty supervisor at the beginning and end of the semester. More meetings can be arranged if needed. Meet one-on-one with faculty supervisor for mid-semester check-in once during semester.

8. *Maintain 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 initiate at least three discussion topics and respond at least five times to initiated discussion topics throughout the semester. Discussion topics can be from individual practicum work, however, students must take care to ensure client confidentiality. Discussion topics can also be from selected readings in *Ariadne's Thread*, by Eric Cowan (2005).

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.

Method of Instruction

- a. Lecture/ discussion
- b. Videotapes, films and powerpoints
- c. Modeling
- d. Internet-based learning
- e. Case presentations with peer feedback
- f. Case studies and responses to manual exercises
- g. Reflective self evaluations

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.

Diversity Statement

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice:

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy:

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Academic Integrity:

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

Class Visitor Policy:

Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy:

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Course Schedule:

DATE	TOPICS/PRESENTATIONS	READINGS/ASSIGNMENTS
August 25	Introduction and explanation of course expectations. Goal setting and logistics.	Proof of Liability Insurance Due
September 8	1. Korrie 2. Katie 3. Laura 4. Derek Crisis Intervention	Cowan, Cases 1 & 2 Practicum goals due Supervisor Agreement due
September 22	1. Jess 2. Joel 3. Tova 4. Jamie Capstone Presentation	Cowan, Case 3

<p style="text-align: center;">October 6</p>	<ol style="list-style-type: none"> 1. Karyn 2. Korrie 3. Katie 4. Laura <p>Suicide Prevention</p>	<p>Cowan, Case 4</p>
<p style="text-align: center;">October 20</p>	<ol style="list-style-type: none"> 1. Derek 2. Jess 3. Joel 4. Tova 	<p>Cowan, Case 5</p>
<p style="text-align: center;">November 3</p>	<ol style="list-style-type: none"> 1. Jamie 2. Karyn 3. Korrie 4. Katie <p>Licensure – School & Community</p>	<p>Cowan, Case 6</p>
<p style="text-align: center;">November 17</p>	<ol style="list-style-type: none"> 1. Laura 2. Derek 3. Jess 4. Joel 	<p>Cowan, Case 7</p>
<p style="text-align: center;">December 1</p>	<ol style="list-style-type: none"> 1. Tova 2. Jamie 3. Karyn 	<p>Cowan, Case 8 Review of goals Reflection papers due Final Practicum packet due</p>