

Spring 2002

CE 680 Syllabus: Individual Counseling Practicum

Colin Ward
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Ward, Colin, "CE 680 Syllabus: Individual Counseling Practicum" (2002). *Counselor Education Syllabi*. 318.
<https://openriver.winona.edu/counseloreducationsyllabi/318>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

CE 680

Course Syllabus
College of Education
Winona State University

Department: Counselor Education

Course: Individual Counseling Practicum

Credits: 3

Grading: Grade only

Prerequisites: Completion of all course work except Internship/Master's Portfolio

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.

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:

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

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

Post-it® Fax Note	7671	Date	# of pages ▶
To: Dr. Borror		From: Betty	
Co./Dept.		Co.	
Phone #		Phone #	
Fax #		Fax #	

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 members on the issues
- making observations and asking questions
- being prepared and on-time when working with others

Course Requirements

1. *Attend all scheduled class sessions*
2. *Show proof of professional liability insurance*
3. *Minimum of 150 hours of practicum related activities*
 - 40 hours of Direct Contact (individual counseling sessions)
 - 110 hours of Indirect Contact (supervision, consultations, class interaction/staffing, case note preparation, etc.)
4. *Minimum of Eight Counseling videotapes*
 - Two tapes will be reviewed for peer feedback in class.
 - The first tape will be post-session supervision from your peers. The student will need to provide peers with a written and oral Case Presentation for the video-tape as well as a Tape Critique to the professor/supervisor.
 - The second tape will be made while receiving live supervision from your peers for immediate feedback. A counseling session will need to be arranged during the first section of practicum class time (i.e. 5:00 to 6:00 pm) within the observation room. The session and supervisory feedback will also be taped for subsequent review and reflection.
 - Five tapes will be reviewed in University Supervision. The student will need to provide a written and oral counseling session summary (CAP) as well as a Tape Critique to the professor/supervisor for each tape
 - One tape modeling a suicide intervention (dyads)

Winona State University
Colin Ward, Ph.D.

- Prepare to present the tape in your dyad with the University Supervisor
5. *Weekly Supervision Sessions with On-site and University Supervisors*
- Be prepared, if case-specific, to provide a case presentation with your tape or a counseling session summary (CAP) to the supervisor, and what you would like from supervision to assist in your professional growth
 - Be prepared, if issue-specific, to provide summary information relating to your presenting issue for review in supervision. This may involve addressing ethical dilemmas, themes identified across clients, matching counseling skills and applications to the needs of client(s), counseling theory exploration, etc.
 - Attend individual university supervision with Practicum Notebook/File up-to-date
6. *Maintaining a Practicum Notebook/File including:*
- **Client Records**
 - CED Client Consent Form signed by and the client
 - Personal Disclosure Statement signed by the client
 - Personal Intake Form
 - Copies of assessments/evaluations utilized
 - Individual Session Case Notes
 - Consultation/Supervision summary notes
 - **Copy of the Ethical Code (ACA)**
 - **Class handouts**
 - **Clinical Interventions**
 - **Peer Review and Feedback Forms**
 - **Client evaluation of counseling services**
 - **On-site supervision evaluation**
 - **Professional Counseling Journal**
 - **Professional Counseling Log of hours (signed by supervisee)**
7. *Provide two mentoring small group facilitation of Foundation students participating in Listening Skill Labs*
- Student will assist in facilitating the peer feedback following the taped role-play demonstrating Basic Listening Skills with each other
 - Assist in answering questions regarding and guidance to those entering the Counseling Program at Winona State University
8. *Write a Final Synthesis Paper that integrates your Personal Theory of Counseling with your Personal Critique of your practicum experiences.*
- Written in APA format this paper needs to demonstrate a synthesis between your clinical and personal experiences during the practicum in relation to both your personal theory of counseling and your goals for continued professional development. The themes of this reflective paper need to be grounded in the counseling literature.

Methods of Evaluation

- A. Assessment of performance on videotapes using demonstrating effective counseling skills.

- B. University supervision critiquing the utilization of individual and group supervision to enhance professional growth, and the quality of the practicum notebook.
- C. Assessment of performance in the ability to give and receive feedback during group supervision/class.
- D. Written evaluation of Client Presentation Summary reports and related client staffing in group and individual university supervision.
- E. Written evaluation of the Final Synthesis Paper
- F. Written evaluation from on-site supervisors and clients.

Evaluation of the Course Requirements

Students will be evaluated with regard to the 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. Evaluation of the counseling tapes, practicum notebook, and the final personal critique paper will occur within individual university supervision as a Pass or In-progress grade. As a focus on mastery learning and the developmental nature of professional growth, students are expected to resubmit In-progress course requirements that represent their learning needs and performance goals as reviewed in individual supervision prior to the end of the term.

Course Outline

Week	Tasks	Topic
Session One (Jan. 12 th)	Sign up for Two Case Presentations Schedule University Supervision Provide name/address of On-site supervisor	Introduction Review of Syllabus and Expectations Dialogue Topic(s): • Review of Keeping Client Records
Session Two (Jan. 19 th)	University Supervision and Practicum Notebook	Check-in with /Concerns/Issues/Themes Dialogue: • Opening and Closing a Session • Probing and Clarifying • Peer Supervision Observation/Feedback • Case Presentation Format
Session Three (Jan. 26 th)	Case Presentation: University Supervision and Practicum Notebook	Check-in with /Concerns/Issues/Themes Dialogue: • Advanced Empathy
Session Four (Feb. 2 nd)	Case Presentation: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes Dialogue: • Ethical Concerns in Counseling
Session Five (Feb. 9 th)	Case Presentation: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes Dialogue: • Suicide Ideation and Interventions

Winona State University
Colin Ward, Ph.D.

Session Six (Feb. 16 th)	Case Presentation: Case Presentation: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes
Session Seven (Feb. 23 rd)	Case Presentation: Case Presentation: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes Dialogue: • Final Synthesis Paper Review
Session Eight (March 2 nd)	Case Presentation: Case Presentation: Case Presentation: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes
SPRING BREAK (March 8-19 th)		
Session Nine (March 23 rd)	Case Presentation 2: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes Dialogue: • Reflective Reframing
Session Ten (March 30 th) Guest Supervisor	Case Presentation 2: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes Dialogue: • Metaphor and Stories in Counseling
Session Eleven (April 6 th)	Case Presentation 2 : Case Presentation 2: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes
Session Twelve (April 13 th)	Case Presentation 2: Case Presentation: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes
Session Thirteen (April 20 th)	Case Presentation 2: Case Presentation 2: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes:
Session Fourteen (April 27 th)	Case Presentation 2: Case Presentation 2: University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes:
Session Fifteen (May 4 th)	University Supervision and Practicum Notebook	Check-in/Concerns/Issues/Themes

	Submission/Presentation of Final Synthesis Paper	Dialogue: • Termination
Session Sixteen (May 11 th)	University Supervision and Final Review of Practicum Notebook	Evaluation and Wrap-up

Instructor: Colin Ward, Ph.D.
Office: GI 116b
Phone: (507) 457-5339
Email: cward@vax2.winona.msus.edu

An initial Reference List

Bugental, J. F. T. (1987). The Art of Psychotherapy. New York, W. W. Norton & Company.

Cade, B. O. H., W. H. (1993). A brief guide to brief therapy. New York, W.W Norton & Company, Ltd.

Cormier, W. H., & Cormier, L. S. (1991). Interview strategies for helpers. Pacific Grove, Brooks/Cole.

Doyle, R. E. (1998). Essential skills and strategies in the helping process. Pacific Grove, Brooks/Cole.

Egan, G. (1994). The skilled helper. Pacific Grove, CA, Brooks & Cole.

Gendlin, E. (1978). Focusing. New York, Everest House Publishers.

Hutchins, D. E., & Vaught, C. C. (1997). Helping relationships and strategies. Pacific Grove, Brooks/Cole.

Lauver, P., & Harvey, D. R. (1997). The practical counselor: Elements of effective helping. Pacific Grove, Brooks/Cole.

Locke, D. C. (1992). Increasing multicultural understanding: A comprehensive model. Newbury park, Sage Publications.

May, R. (1990). The Art of Psychotherapy. New York, Garder Press, Inc.

Miller, W. R., & Rollnick, S. (1991). Motivational interviewing: Preparing people to change addictive behavior. New York, The Guilford Press.

Okun, B. F. (1997). Effective helping: Interviewing and counseling strategies. Pacific Grove, Brooks/Cole.

Winona State University
Colin Ward, Ph.D.

Rogers, C. R. (1977). Characteristics of a helping relationship. The helping relationship sourcebook. D. L. Avila, Combs, W. A., & Purkey, W. W. Boston, Allyn & Bacon, Inc: 3-18.

Satir, V. (1988). The new peoplemaking. Mountain View, CA, Science and Behavior Books, Inc.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (1993). Foundations of therapeutic interviewing. Boston, Allyn & Bacon.

Sue, D. W., Ivey, A. E., & Pedersen, P. B. (1996). A theory of multicultural counseling and therapy. Pacific Grove, Brooks/Cole.

Watzlawick, P., Weakland, J., & Fisch, R. (1974). Change: Principles of problem formation and problem resolution. New York, W. W. Norton.

Wolin, S. J., & Wolin, S. (1993). The resilient self: How survivors of troubled families rise above adversity. New York, Villard Books.