

**ADVANCED PRACTICUM
COUN 614
Fall 2013
Syllabus**

Course and Instructor

Instructor: Aida Midgett, Ed.D. LPC
Associate Professor
E612, aidahutz@boisestate.edu, 426-1214 (*email is preferred*)
Office Hours: Mon & Tue 1:20-3:10pm and Thurs 1-3pm, and by appointment

Course Number: COUN 614

Course Title: **Advanced Practicum**

Course Time: 4-6pm Tuesday

Course Location: Education room 642

Semester: Fall 2013

Credits: 2 credits

Course Objectives, Accreditation, and Technology

CACREP Standards Addressed in the Course	
II.	Professional Identity:
C.6	Models and methods of assessment and use of data.
III.	Professional Practice:
A.	Clinical Experience
	100 hours (40% clinical and taped)
	15 hours of individual supervision
	22.5 hours of group supervision
	(SEE STUDENT HANDBOOK, SECTION III)
IV.	Doctoral Learning Outcomes:
H.1.	Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing theories.
H.2.	Demonstrates effective application of multiple counseling theories.
H.3.	Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

Program Objectives	
Professional Identity 1.	Demonstrates knowledge of ethical issues, practices, codes of ethics, and legal guidelines in counseling.

Course Description

Closely supervised doctoral-level practicum of 50 clock-hours (20 direct/30 indirect). Doctoral student will practice advanced counseling skills in relevant areas such as teaching, supervision, and counseling.

Methods of Instruction

Practice, recording review, group and individual supervision.

Course Objectives

By the end of the semester, the student will:

- Complete 100 supervised clock-hours (III.A.)
- Know models and methods of assessment and use of data (II.C.6)
- Demonstrate a personal theoretical counseling orientation that is based on a critical review of existing theories. (IV.H.1)
- Demonstrates effective application of multiple counseling theories. (IV.H.2)
- Demonstrates an understanding of case conceptualization and effective interventions across a diverse college student population. (IV.H.3)

PLEASE NOTE: You must have a copy of your student liability insurance in your file prior to seeing clients.

Technology Skills Addressed in the Course		
	Instructor Application	Student Application
Utilize Blackboard technology		
Word process, including APA formatting	X	X
Use a spreadsheet and a statistical package		
Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation		
Create and deliver a power point presentation		X
Find material on the Web and review Web sites	X	X
Be able to use e-mail, including document attachments	X	X
Be able to sign in and participate in listservs		
Be familiar with computerized testing		
Be able to use digital recording equipment	X	X

Student Learning Outcomes (SLOs) Assessed

The student will demonstrate knowledge, skills, and practices necessary for success as a counselor educator and supervisor via her or his participation in key assessments in this course. SLOs for this course are as follows:

Student Learning Outcomes	CACREP	Key Assessment
Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing theories.	H1	Theories Paper, Videos, Case Conceptualization and Empirically Based Counseling Orientation

		Write-up
Demonstrates effective application of multiple counseling theories.	H2	Videos, Case Conceptualization and Empirically Based Counseling Orientation Write-up
Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.	H3	Videos, Case Conceptualization and Empirically Based Counseling Orientation Write-up

Program Objectives	Professional Identity	Key Assessment
Demonstrates knowledge of ethical issues, practices, codes of ethics, and legal guidelines in counseling.	1	Advanced Ethical Conceptualization Paper

Required Texts and Readings

Falvey, J.E.. (2001). Clinical Judgment in Case Conceptualization and Treatment Planning Across Mental Health Disciplines. *Journal of Counseling and Development*, 79, 292-302. (IV.H.3)

Hays, D. (2013). *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (Fifth Edition)*. Alexandria, VA: American Counseling Association. (II.C.6)

Lee, D.L., Sheridan, D.J., Rosen, A.D., & Jones, I. (2012). Psychotherapy Trainees' Multicultural Case Conceptualization Content: Thematic Differences Across Three Cases. *Psychotherapy*, doi: 10.1037/a0028242 (IV.H.3)

Sperry, L. (2005). Case Conceptualizations: The Missing Link Between Theory and Practice. *The Family Journal*, 13, 71-76. DOI: 10.1177/1066480704270104 (IV.H.3)

Lab Information

Dates: The lab will open January 27 and close on May 5. Please the note the lab will be closed the week of March 24-28.

Times: Doctoral students can see clients during faculty office hours and when Jamie or Michelle are conducting live supervision of Masters students. Michelle will be present on Monday and Tuesday 4:30-8:30 (sessions will run on the half hour) and Jamie on Wednesdays/Thursdays 4-6 (sessions will run on the hour). Sessions cannot exceed 50 minutes. Please use share scheduling calendar with Masters students, so that rooms are not double booked.

Academic Requirements and Evaluation

GRADING

Group Supervision Meetings (II.C.6, IV.H.1, 2, & 3) – you are required to **present 2 digitally recorded sessions** along with a comprehensive written case conceptualization that includes an empirically based counseling orientation. In addition to your personal theory that is grounded in empirical evidence, you must demonstrate appropriate application of several theories (see details attached at the end of syllabus) (35% of grade).

Individual Supervision- You will meet with **assigned clinical supervisor(s) 8 times** (average once every other week) (55% of grade).

Advanced Ethical Conceptualization Paper (Program Object 1)- Based on literature, write a 7 page, double-spaced paper describing your ethical decision making model and describe how you applied it to a current case. Include at least five references from an ACA journal (10% of grade).

To pass the course, attendance and participation are required of ALL group and individual supervision meetings. Direct service hours in counselor education lab must be conducted within the parameters stated above.

Forms and procedures will be thoroughly discussed during the initial class meeting. Please note that students are responsible for obtaining copies of required logs and permissions. Maintaining required documentation is an important professional behavior.

Key assessments:

- **Video Demonstrations (IV.H.1; IV.H.2; IV.H.3)**

You will demonstrate your counseling skills by presenting two cases to the class. Cue your presentations to demonstrate the following: (a) a personal theoretical counseling orientation that is based on a critical review of existing theories; (b) effective application of multiple counseling theories, and (c) Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings. Each presentation will be about 30 minutes and it will include a discussion with the larger supervision group.

- **Case Conceptualization and Empirically Based Counseling Orientation Write-Up (II.C.6; IV.H.1; IV.H.2; IV.H.3)**

With each of your two video demonstrations described above, you will turn in a comprehensive, case conceptualization write-up. This should include instruments used for assessment, including the DSM 5 Level 1 Cross-Cutting Symptom Measure, as well as other screening and assessment instruments. For the write-up, follow the structure outlined below addressing each of the areas described:

Counselor's Name _____

Date: _____

1. Identifying data: age, sex, race, marital/family status, school and/or job status, living situation, etc (IV.H.3)

2. Methods of assessment: Clinical interview, collateral interview, screening and assessment inventories used, including DSM 5 Level 1 Cross-Cutting Symptom Measure (II.C.6)

3. Presenting problem: client's words and from counselor's point of view; prioritize problems (IV.H.3)

4. History of presenting problem: duration of presenting problem; precipitating events for seeking counseling, (sudden or insidious), previous problem solving and resources used (IV.H.3)

5. Cultural considerations: How does the counselor's cultural lens impact on her/his view of the client or of the client's presenting issue? What cultural factors are most significant in understanding the client and the world in which the client lives? (IV.H.3)

6. Previous counseling or help seeking: attitudes about that, results (IV.H.3)

7. Medical concerns: illnesses/ problems; medications (IV.H.3)

8. Alcohol and drug use, including scores on screening and/or assessment instruments used (II.C.6; IV.H.3)

9. Social history physical, social, emotional, spiritual; support systems (IV.H.3)

10. Family history: past and present relationship with family, problems and strengths of family (IV.H.3)

11. Mental status, including score on Mini Mental Status Exam:
affect: appropriate, blunted, constricted (II.C.6.; IV.H.3)
judgment: intact, impaired
oriented or disoriented
thought process: intact, flight of ideas
mood: anxious, depressed
memory: intact, impaired
speech- normal, loud, soft, pressured
suicidal or homicidal ideation
attitude: cooperative, angry

MMSE score _____ (II.C.6)

12. Symptomatology: frequency, duration, intensity of symptoms, including scores on screening and assessment instruments used (II.C.6; IV.H.3)

Depression as evidenced by _____

Anxiety as evidenced by _____

Stress as evidenced by _____

13. Impairment in functioning: school, social relations, family, job, including scores on screening and assessment instruments used

Current functioning as compared to past year (II.C.6; IV.H.3)

14. Strengths, assets: (IV.H.3)

15. Your counseling approach (e.g., techniques, strategies, interventions). Please include at least 3 references to support your counseling orientation (IV.H.1).

16. Discuss counseling approaches and skills in addition to what you discussed above that you used with your client. Include at least one reference to support that these approaches were used appropriately (IV.H.2).

Disability and Academic Integrity Statements

Disability Statement: To request academic accommodations for a disability, contact the Disability Resource Center by phone, (208) 426-1583, or email, drcinfo@boisestate.edu. Students are required meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at <http://drc.boisestate.edu>.

Academic Integrity Statement: Academic misconduct or dishonesty including cheating and plagiarism is unacceptable and appropriate penalties will be imposed.

Course Calendar

Date	In-Class Activities
2/4, 4-6pm	Group Supervision meeting (2 hrs.) Introduction, orientation, expectations. Practicum lab procedures
2/18, 4-6pm	Group Supervision (2 hrs.) Case Presentations (you will be assigned two days where you present your digitally recorded video and writing case presentation)
3/4, 4-6pm	Group Supervision (2 hrs.) Case Presentations
3/18, 4-6pm	Group Supervision (2 hrs.) Case Presentations
4/7, 4-6pm	Group Supervision (2 hr.) Case Presentations
4/28, 4-6pm	Group Supervision (2 hrs.) Case Presentation and Closure Activity
	Schedule individual directly with your assigned clinical supervisor. You must sign up for 8 total sessions of individual supervision.
	Logs Due Tuesday, 5/5 in my mailbox

