

**NOTE: Textbooks are subject to edition changes. Students should check with MBS Direct as to correct edition of textbook one month prior to start of term.**



**COLLEGE OF ARTS  
& SCIENCES** Course Syllabus

<b>Course</b>	Counseling Learning Practicum #2	Spring 2, 2008
<b>Instructor</b>	Name: Dr. Thomas Copeland Phone: 816-941-9440 Email: copeland@webster.edu	
<b>Course Description</b>	Students are required to complete a practicum in conjunction with their counseling curriculum. Each student plans his/her practicum with an academic advisor. A formal practicum proposal must be submitted to the counseling advisor and approved by the Counseling Faculty Advisory Committee before a student can register for the practicum. The practicum should be among the final courses of the student's program.	
<b>Incoming Competencies (Prerequisites)</b>	Student should be admitted to the Webster University MA Counseling Program.  Successful completion of all core courses.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To develop and enhance the student's competence as a professional counselor.</li> <li>• To further develop the student's ability to establish and sustain a basic helpful relationship with clients that is characterized by respect, trust, warmth, and regard for the client as a person.</li> <li>• To assist the student in focusing on the central concerns of the client and to separate the counselor's own personal concerns and agendas from those of the client.</li> <li>• To further enhance the student's ability to establish manageable goals with clients.</li> <li>• To enable the student to conceptualize the process and direction of individual counseling sessions as well as the overall direction for working with a client.</li> <li>• To further develop the student's facility in the appropriate use of a variety of counseling strategies and techniques.</li> <li>• To further develop the student's knowledge and skill in utilizing professional methodology related to counseling assessment and intervention strategies.</li> <li>• To develop and enhance the student's sense of professional and ethical strategies.</li> <li>• To assist the student in the development of personal and professional</li> </ul>	

	<p>self awareness which is essential to the development of professional knowledge and skills.</p> <ul style="list-style-type: none"> <li>• To further develop the student’s capacity to give and receive constructive feedback regarding one’s own work as a counselor and within a supervision group.</li> <li>• To provide an opportunity for the student to acquire familiarity with the institutional arrangements which exist at the field placement level and an appreciation of their impact on service delivery.</li> <li>• To provide the student with an opportunity to gain knowledge of professional and community referral networks and skills in linking clients with other network resources as needed.</li> </ul>
<b>Course Materials</b>	<p><u>DSM-IV</u> this text is available locally. Same text as required for Practicum 1. <b>There will be a \$40.00 fee payable by check for assessment exam.</b></p>
<b>Course Grading</b>	<p>The site supervisor’s evaluation will be a contributing factor in the instructor’s determination of the final grade in this course, however, final practicum grade will be based solely on the judgment of the Webster University Instructor of Record.</p>
<b>Course Requirements</b>	<ul style="list-style-type: none"> <li>• Approval of Practicum Placement Proposal by Placement Site Supervisor and Faculty Advisory Committee.</li> <li>• 150 hours of approved on-site experience with 75 hours of direct client services.</li> <li>• One hour of on-site individual professional supervision for every 10 hours of approved on-site experience.</li> <li>• Weekly class sessions with Webster Instructor of Record which provides opportunities for group didactic experiences as well as peer and individual supervision.</li> <li>• Audio tapes of counseling sessions as required and discussed in first class session. Case progress notes to be turned in at each session.</li> <li>• Formal case presentation.</li> <li>• Practicum log detailing the student’s practicum experiences. Final paper which addresses the student’s accomplishment of goals and objectives outlined in the practicum proposal.</li> </ul>
<b>Policy Statements</b>	<p>Academic Dishonesty: Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic Dishonesty is unacceptable and is subject to a disciplinary response. See page 29 of the Webster University 2005-2007 Graduate Catalog for a complete description. The University reserves the right to utilize electronic databases, such as Turnitin.com, to</p>

assist faculty and students with their academic work.

**Note**

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This syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

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The primary purpose of the counseling practicum is to assist students in the development of their individual counseling skills and to provide them with experience in a counseling service or agency setting. In addition to individual counseling experiences, the student may also participate in group or co-therapy counseling activities and in any other professional development activities which may be offered through or which may pertain to the student's practicum experience.

The student's primary goal should be the development of a counseling philosophy and orientation together with proficiency in the use of related counseling strategies and techniques. The student is also responsible for providing quality professional services to clients in a manner which is responsive to the client's needs and concerns and consistent with the professional expectations of the agency or practicum setting. The student is expected to work closely with the practicum site supervisor to assure that the client's needs are being met and agency guidelines are being followed.

The intention of this course is to help student's acquire an enhanced sense of professional identity, competency, and confidence as a result of their classroom and field placement experiences. In order to assist students in the development of their own professional counseling competencies, students will be expected to explore their own personal issues and agendas, to experiment with new behaviors and approaches, and to integrate previous classroom learning and experiences in an applied learning environment. As students begin to develop a more coherent approach in their work with clients, they will be expected to reflect their awareness of both theoretical and empirical professional literature.

Evaluation of each student's success in accomplishing the general goals and objectives of the course as well as their own more specific personal goals will be bases on an evaluation by the clinical supervisor and the Webster instructor's assessment of the student's performance. The student's evaluation will be bases on his or hers adequacy and competence as a beginning professional counselor and on the degree to which the student has been able to personally integrate counseling theory and technique with their own genius, insight, sensitivity and temperament. Naturally, this final assessment of counseling competencies will evaluate the student's ability to

establish and maintain a helpful relationship with clients, to work with clients toward their manageable goals, to understand and integrate theory into conceptualization and counseling strategies, and the ability to conceptualize the process as well as progress within individual counseling sessions and over a course of counseling sessions. Of course, evidence of client goal attainment or problem resolution will also be considered as part of the evaluation process. Students who are not able to demonstrate satisfactory levels of proficiency will be required to make arrangements for obtaining additional experience necessary to achieve the required minimal levels of competency.

**Format for Formal Classroom Case Presentation:**

Student Name in upper left corner, Clients ID and age in upper right, Tape No listed under student name. Original to be handed in. Copies for each student in the class.

1. Identifying Information: first initial, age, gender, race, marital or relationship status, occupation, date of initial contact, number of sessions.
2. Presenting Problem: problem areas from the client perspective, precipitating circumstances, duration of the problem.
3. Relevant History: prior treatment history, family of origin and present family data, significant events, traumas, medical history, medications (including dosages and potential side effects), non-prescription drug and/or alcohol use (amount used, duration of usage.)
4. Diagnosis: 5 Axis, DSM-III-R diagnosis.
5. Counselor Assessment: client's major issues, unidentified problems, theoretical conceptualizations.
6. Treatment Plan: identify components of the treatment plan and tie those to the counselor's theoretical framework.
7. Client goal and Counselor goals: level to which these goals are discussed and negotiated between client and counselor. Motivation for establishing these goals.
8. Psychological Theory: brief synopsis of understanding of theoretical framework.
9. Implementation: which techniques of theoretical orientation are appropriate? Specifically, when will which techniques be used to accomplish goals? What are specific plans for future sessions with this client?
10. Genogram- standard form.

<u>Week</u>	<u>Topic</u>
1	Introduction, course overview and procedural issues. Review of DSM-IV and case presentation requirements. Review of counseling moralities and common elements in effective counseling. Development of your own frame of reference. What do we mean by helping and how do/can we help our client. Nature and importance of counseling relationship. Role play.
2	Looking again at the counseling relationship. The importance of attending and listening skills, communication of basic empathy and probing—encouraging clients to talk more freely and concretely. Relationship issues in counseling. Role play. Case presentations and group supervision.
4	Advanced empathy and exploring deeper meaning, themes, fears or unexpressed content. Listening and responding to more than words. The role and use of emotion in counseling. What is going on in the counselor? Monitoring yourself, using supervision effectively. Discovering your own issues and being willing to examine how these are effecting your work as a counselor. Role play, case presentations and group supervision. Continue individual supervision as scheduled.
5	Helping clients change and discover new possibilities. The cost of changing. Issues of loss. Dealing with “resistance” and transference/counter transference issues. Case presentations and group supervision. Continue individual supervision as scheduled.
6	Process and strategies in counseling. Structure within and across sessions. Understanding stages in counseling and the limits of time. Preparing for closure. Professional issues and associations, further opportunities for professional training and supervision, licensure, etc. Continue individual supervision as scheduled.
7	Outcome literature and professional integrity. The managed care environment. Self assessment of counselor competencies. Case presentations and group supervision. Individual supervision as scheduled.
8	Individual conferences. Final Paper due.
9	Group supervision and evaluation activities.