

COUN 584A Syllabus Advanced Practicum

Course Description

This course is a weekly case consultation seminar required for licensure preparation of Marriage and Family Therapists. Faculty-student dialogue will facilitate practice in continued learning and counseling adults, couples, families and children who are clients in approved community agencies. Weekly case consultation seminar utilizing group supervision, video presentations, and case presentations will be the expected format along with active participation from each student in class. Pertinent topics include, but not limited to, process evaluation, triaging and referrals, crisis management, legal and ethical issues, note keeping, confidentiality, and advancing the stages of the counseling process. Increasing sensitivity, knowledge base, and skill level regarding human diversity issues (i.e., ethnicity, culture, sexual orientation, age, gender, disability) will be expected. The use of evidence-based practices is encouraged along with the Recovery Orientation to Wellness which is the standard for healthcare in California. This course may be repeated for credit.

This class will underscore further development of case formulation, namely, learning to integrate relevant, client information into a conceptual understanding. Further, given the focus on students in the advanced practicum serving Latinx populations, the topic of indigenous healing methods will be introduced. This instruction will be used to enhance existing conceptual treatment formats.

Course Objectives

This class uses the group seminar process, videotapes of clients, reflective written assignments and presentations, and formal case presentations. Some didactic instruction will be utilized according to class needs. This course will provide students with:

- Instruction to both guide and support the development of professional practice with adults, couples, families, and children, and professional identity as a future LMFT or LPCC.
- Discussion and instruction in the primary counseling procedures used in working with adults, including the intake interview, diagnostic assessment, developing therapeutic relationships, understanding therapeutic process, case management, and termination.
- Learning opportunities to become more aware of one's personal, ethical, ethnic, and cultural biases and boundaries in clinical work.
- Training in the effective use of supervision sessions.
- Professional experience in counseling adults, couples, families, and children from culturally diverse and ethnic backgrounds.
- Professional experience in the practical application of the ethical and professional guidelines for counseling.
- Orientation to integrative learning, that is, bridging theory and counseling practice to support professional development.

Pre-Requisites

Classified Status, successful completion of Coun 530, and consent of Director of Training. Other course requirements included a signed "4-way" contract with the identified non-profit agency or hospital setting, and concurrent supervised counseling practice in a community agency approved through the Department of Counseling.

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be used at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

Calendar

Overview of course

Week 1

- Discussion of placements, individual and supervision process, and course requirements

Review of Counseling Theories

Week 2

- Utilizing theory to organize the counseling encounter
- Development of theory to match client population
- Social justice Advocacy
- Discuss: Walsh, R. & Shapird, S.L. (2006). The Meeting of Meditative Disciplines and Western Psychology. *American Psychologist*, 61, 227-239.
- Sperry, L. (2016). Teaching the competency of family case conceptualizations. *The Family Journal*, 24, 279-282.

Red Flags, Appropriate Referrals and Developing Professional Awareness:

Week 3

- **Chemical Dependency**
- **Domestic Violence**
- **Child Abuse**
- **Severe Mental Illness**
- **Introduction of Indigenous healing methods**

Student Case Discussion

Week 4

Student Case Presentation

Week 5

Student Case Presentation

Week 6

Student Case Presentation

Week 7

Student Case Presentation

Week 8

Student Case Presentation

Week 9 **Mid-Semester Student Evaluation**

Student Case Presentation

Week 10

Student Case Presentations

Week 11

Student Case Presentations

Week 12

Final Video Presentations

Week 13

Fall Recess – No Classes

Final Video Presentations

Week 14

Calendar is only an example and may be quite different 4

Final Video Presentation

Week 15

Closure, integration, lessons learned

Week 16