

PSYC 7971FA09

by Larry Hilgert

Syllabus Cover Page

PSYC 7972A

**PSYC 7971 A
Clinical Counseling Psychology
Practicum I
Fall 2009
2 Semester Hours**

**Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles**
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

"Positively Impacting Learning Through Evidence-Based Practices"

Course Information

REQUIRED TEXTBOOKS/SOFTWARE

Gladding, Samuel (2007) A guide to ethical conduct for the helping professions: Second edition, Upper Saddle River, NJ, . Pearson

SUGGESTED TEXTBOOKS

Jongsma, Arthur E.; Peterson, L. Mark, & McInnis, William P. (2006). [The Adolescent Psychotherapy Treatment Planner \(4th ed.\)](#). New York, NY: John Wiley & Sons.

Jongsma, Arthur E.; Peterson, L. Mark, & McInnis, William P. (2006). [The Child Psychotherapy Treatment Planner \(4th ed.\)](#). New York, NY: John Wiley & Sons.

COURSE DESCRIPTION

Prerequisite: **7900** Practical supervised experience in counseling, psychometric assessment, and report writing in approved practicum sites. Classroom and weekly meetings with the faculty supervisor will allow students to share their experiences and learn from one another, as well as providing further guidance to students and training in working in a professional setting and presentation of cases to other mental health workers. [A pre-registration form must be completed as part of the process.](#)

COE Conceptual Framework: Standards

COE/NCATE Standards Addressed in this Course

Teacher professional standards:

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

NASP Objectives

NASP Standards Addressed

2.1 School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work

with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

2.8 School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Course Objectives (CO):

M.S. Clinical Counseling Objectives

Relevant Clinical Counseling Psychology Outcomes	
4	Students will demonstrate the ability to prevent psychological problems through alteration of pathological environments and early intervention
5	Students will demonstrate the appropriate use of interventions at the individual and systems levels
7	Students will demonstrate the integration of information from several sources (e.g., testing, interviews, etc.) in the writing of assessment reports and intervention notes and plans
8	Students will demonstrate active and skillful consultation with other professionals and consumers
9	Students will demonstrate ethical decision-making and resolution of moral dilemmas

Course Objectives

1. Students will conduct psychological and/or intellectual evaluations as required by their

individual practicum site.

2. Students will write coherent interpretive reports based on evaluations, making responsible treatment recommendations and diagnostic decisions where appropriate.
3. Students will utilize counseling skills honed in prior classwork with clients.
4. Students will follow appropriate professional and institutional guidelines regarding ethical standards and procedures.
5. Students will present a case to fellow students and faculty with awareness of research-validated interventions.

Students should complete a pre-registration form prior to enrollment in practica or internship.

Course Activities/Assignments/Requirements

Requirements

Journal or Practicum Log: Students will complete a practicum log based on their individual practicum experience. Responses will be graded based on how completeness and insightfulness displayed by the student. Lack of **treatment plan** responses within the practicum log will result in penalty of 10% of assignment grade for each day late.

Practice: Students are required to work for 200 total hours in a practicum setting approved by the departmental practicum committee. The on-site supervisor will complete evaluations of the student during the final week of the semester.

Case Presentation: Students will be required to present a report using data from the interviews and history taking data and from an intellectual measure, brief second measure achievement, and an adaptive behavior measure, if necessary. Reports must include, and logically lead to, an accurate DSM-IV multi-axial diagnosis based on background information, behavioral observations, and test results. Students should orally present the findings to the class as scheduled. An evaluative form will be provided prior to the presentation. Students may present to different practicum groups depending on availability of a scheduling and the variety in group constituency provided (20% of grade). You should work with the instructor to select an appropriate case for presentation. The presentation should consist of an **overview of the case**, including relevant demographic information, presenting problems, diagnosis if appropriate. Ideally, the case presentation will result in an active discussion among those in attendance, to help you formulate directions to go. This presentation should be conducted as though teaching one's fellow classmates (and instructor) about an area of the field. As such, the student can employ whatever means of teaching they choose – didactic, discussion, overheads, technology, etc. Plan to spend 15-20 minutes to one-half hour on this presentation.

Practicum Summary: Students are expected to hand in a (roughly) 1-2 page (preferably typed) commentary on their practicum experiences. Mention the sites and supervisors worked with, and type of clientele. Students should be willing to look at their progress over the course of the two semesters, including what they've learned, how they've adapted to different circumstances, changes in perceptions of the field and the area(s) in which they've worked, and what they still need to develop as they begin working in the field. Please be thorough in exploring your development as a practitioner (including percentages in the amount of time spent in various

duties) and how you expect to continue that development.

Final Examination - A final review covering ethical practice **will be linked to WebCT** shortly before the final week of class and will be due at the time of the last class meeting.

Outcome Measures

Assessment of Clinical Counseling Outcomes			
Outcome		Activity	Evaluation
4	Students will demonstrate the ability to prevent psychological problems through alteration of pathological environments and early intervention	Practicum Case Study On-site Experience	Class Presentation Practicum Log Supervisors Evaluations
5	Students will demonstrate the appropriate use of interventions at the individual and systems levels	Practicum Case Study On-site Experience	Intervention Plan Class Presentation Practicum Log Supervisors Evaluations
7	Students will demonstrate the integration of information from several sources (e.g., testing, interviews, etc.) in the writing of assessment reports and intervention notes and plans	Practicum Case Study CD Rom Experience	Intervention Plan Class Presentation Practicum Log Supervisors Evaluations
8	Students will demonstrate active and skillful consultation with other professionals and consumers	Practicum Case Study On-site/CD RomExperience	Practicum Log Supervisors Evaluations
9	Students will demonstrate ethical decision-making and resolution of moral dilemmas	On-site Experience	Practicum Log Supervisors Evaluations

Course Evaluation

Course Evaluation and Grading Scale

Grading Criteria:	
Practicum Log/	30 %
Student Evaluation by Supervisor	10 %
Case Study Presentation	20%
Practicum Summary	20 %
Final Review:	20%
TOTAL	100 %

EVALUATION:

Based upon stated objectives, completion of requirements, and evaluation form completed by the on-site supervisor. Students in practicum and Practicum will present on one individual case during each semester. Additional web-based assignments may also be established for advanced students.

Grade Criterion $\geq 90\%=A$, $80-89\%=B$, $70-79\%=C$, $60-69\%=D$, below $60\%=F$

Attendance Policy

Attendance Requirements

VSU policy requires class attendance. Class attendance is important in doing well. Changes to the schedule topics may be announced in class, and students will be expected to be aware of them.

Course Withdrawal Policy

Students withdrawing from the course BEFORE mid-term will be assigned a nonpunitive W. After midterm, a W or punitive WF, based on course performance, is assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

Policy Statement on Plagiarism and Cheating

Plagiarism and Cheating

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating (see *VSU 2005-06 Student Handbook*, Appendix A, p. 39). Excerpts from this policy follow:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion. The full text of this policy is also available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please see page 39 of the VSU Student

Handbook.)

Special Needs Statement

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Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities, 1115 Nevins Hall [<http://www.valdosta.edu/ssp/>]. Telephone 229-245-2498 (voice) and 229-219-1348 (TTY).

Instructor Information

Instructor Name

Larry D. Hilgert, Ph.D., Associate Professor

Office Address

Psychology Building (Next to the Continuing Education Building on Patterson Street)
Office #1

Office Telephone Number

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E-mail Address

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Office Hours

Office Hours Tuesday and Wednesday from 8:30 to 10:30am;
Tuesday and Thursday from 2:30 until 5:30 pm, or by *appointment*

Course Schedule

Fall Semester 2009

PSYC 7971 PRACTICUM COURSE SCHEDULE FOR FALL 2009		
Class	Date	Topic (Tuesdays, 5:00-7 pm in POB and live classroom)
1	8/18/09	Introductions -
2	8/25/09	Syllabus – Live classroom – Schedule Presentations
3	9/01/09	Review and Finalized Schedule
		LiveText Materials Review
4	9/08/09	LiveText – Portfolios Review with Will
		WebCT Materials Review
5	9/15/09	An Overview of Assessments & Intervention Case Presentations
		Jade - presents in-service materials and data
6	9/22/09	Shakierra– Assessment Case Presentation
		Joni – Intervention Case Presentation
7	9/29/09	Dr. Hilgert – Review of NASP Rubric for Case Presentations
8	10/06/09	Dawn - presents in-service materials and data
9	10/13/09	Mathew – Intervention Presentation
10	10/20/09	- Fall Break
11	10/27/09	Courtney D. - presents in-service materials and data
12	11/03/09	Shantayia – Assessment Case Presentation
		Live from the Georgia Association of School Psychologists's Conference
13	11/10/09	Courtney W. - Assessment Presentation
14	11/17/09	Dawn – Intervention Presentation
15	11/24/09	Rhea – Intervention Presentation
	12/01/09	Visits / Final Exam