

謝淑敏

職前輔導教師參與駐地諮商實習課程
的經驗與反思

*Pre-service teacher' experiences and
reflections on participating in the on-site
counseling internship program*

國立屏東大學民生校區

精進×特色×師培USR
師資培育的關鍵驅動力

Key Drivers of Teacher Education:
Enhancement x Distinctiveness x Teacher Education USR

專題演講－圓桌論壇
EIT TALK－工作坊

The 12th International
Conference on Teacher Education

10.18^{FRI}-19^{SAT}

口頭論文發表

職前輔導教師參與駐地諮商實習課程的經驗與反思

關鍵字：師資培育、職前輔導教師、駐地諮商實習、個案概念化

論文摘要：

本研究以個案研究法在諮商實習課程採用諮商技術對話案例演練、駐地實習與接受實習督導方式，納入本校長期合作夥伴學校輔導資源，期能促進職前輔導教師在諮商技巧、個案概念化能力及學校輔導工作之專業成長。研究問題包括三種教學設計運用於諮商實習課程對促進職前輔導教師諮商專業能力的影響為何？其個案概念化能力發展的歷程為何？在諮商實習課程的經驗與收穫為何？

本門課程開設於 112 學年度下學期，學生參諮商實習課程案例演練，分為三組到三所合作夥伴學校進行 36 小時駐地諮商實習，分別為兩所偏鄉國中及一所綜合高中，並接受駐地實習學校所提供之實習督導。研究者於課程結束後探討 7 位學生參與諮商實習課程的經驗與挑戰，蒐集量化與質性資料，包括：課程滿意度，實習過程之學習歷程檔案，期末成果報告及個別訪談資料等。

研究結果針對諮商實習課程中基本諮商技術和進階技術使用；個案概念化的學習；個別諮商、團體諮商、督導及其他間接服務經驗的挑戰與因應；參與本門課程、駐地諮商實習與接受督導對其諮商專業能力的影響與幫助加以探討。

一、肯定諮商技術對話案例演練對個別諮商能力的幫助：

包括初次晤談場面構成、傾聽同理基本諮商技術、焦點解決短期諮商技術，能幫助師資生在實務接案中，應用所學知識與技巧，處理非自願個案的抗拒行為。

二、「諮商實習」課程使用的諮商技術對話案例演練模擬演練、分組駐地諮商學習、直接服務與間接服務實作、接受督導、成果發表與分享等，對學生的學習均

有正向影響。

三、個案概念化能力逐步增長：

修課學生起點不同，少數學生同步修習諮商技術課程，一開始對接案晤談感到惶恐、課程演練中逐漸具備傾聽同理等諮商技巧、累積接案經驗並與同儕和督導討論後了解青少年問題特性與因應策略，能以宏觀角度看待個案問題，規劃諮商輔導策略。

研究結論包括：

一、課程目標達成：

滿足基本時數，直接與間接服務能力，學生實務經驗與專業自信提升。

二、課堂演練及駐地實習督導方式獲得肯定。

三、學生在偏鄉青少年問題個案概念化與提供服務方式的學習有正向影響。

四、駐地諮商實習增進學生實務能力：

直接服務增進對偏鄉青少年問題與次文化之理解，間接服務以多元形式陪伴弱勢青少年，藉由實作體驗活動對服務對象之自我概念有正面幫助。

最後針對課程規劃、偏鄉青少年服務、駐地實習與督導安排等提出建言。

Pre-service teacher' experiences and reflections on participating in the on-site counseling internship program

Keywords： Teacher Education, Pre-Service Counseling Teachers, On-site counseling internships, Case Conceptualization

Abstract：

This study employs a case study method within the counseling internship program, utilizing counseling technique exercises, on-site internships, and supervision during the internship. It incorporates the counseling resources of partner schools with which our

institution has long-term collaborations. The aim is to enhance pre-service counseling teachers' counseling skills, case conceptualization abilities, and professional growth in school counseling work. The research questions include: What are the effects of using these three instructional designs in the counseling internship program on promoting the counseling professional competencies of pre-service counseling teachers? What is the developmental process of their case conceptualization abilities? What are their experiences and gains from the counseling internship program? This course was offered in the second semester of the 112th academic year. In addition to participating in school counseling internship course discussions and case exercises, students were divided into three groups and completed at least 36 hours of on-site counseling internships at three partner schools. During the internship, they received supervision provided by the on-site schools. After the course concluded, the researcher explored the experiences and challenges faced by seven students who took the course. Both quantitative and qualitative data were collected for analysis, including course satisfaction surveys, learning process portfolios from the internship, final project reports, and individual interview data.

The research results are as follows:

1. Affirmation of the Benefits of Counseling Technique Dialogue Case Exercises for Individual Counseling Abilities:

This includes the formation of initial interview scenarios, basic counseling techniques like listening and empathy, and solution-focused brief counseling techniques. These exercises help pre-service teachers apply the knowledge and skills learned to handle resistance behaviors in non-voluntary cases during practical engagements.

2. Positive Impact of Counseling Technique Case Discussion, Group On-Site Counseling Learning, Direct and Indirect Service Practice, Supervision, and Outcome Presentations and Sharing:

The counseling techniques used in the "Counseling Internship" course, including counseling technique case discussion, group on-site learning, direct and indirect service practices, receiving supervision, and sharing of outcomes, all had a positive impact on student learning.

3. Gradual Increase in Case Conceptualization Abilities:

Students began the course at different levels, with a few concurrently taking counseling technique courses. Initially, some felt apprehensive about client interviews. Through course exercises, they gradually developed counseling skills such as listening and empathy. By accumulating case handling experience and discussing with peers and supervisors, they came to understand the characteristics of adolescent problems and coping strategies. This enabled them to view client issues from a broader perspective and plan guidance strategies effectively.

The research conclusions include:

1. Achievement of Course Objectives:

Meet the basic required hours, direct and indirect service abilities, enhancement of students' practical experience, and professional confidence were all achieved.

2. Affirmation of Classroom Exercises and On-Site Internship Supervision Methods:

The approaches used in classroom exercises and on-site internship supervision were positively received.

3. Positive Impact on Students' Learning of Case Conceptualization and Service Provision for Rural Youth Issues:

Students demonstrated a positive impact in understanding and addressing the issues faced by rural adolescents through case conceptualization and service provision.

4. on-site counseling internships improves students' practical abilities

Direct services enhance understanding of the problems and subcultures of rural youth, indirect services accompany disadvantaged youths in multiple forms, and provide positive help to the self-concept of service recipients through practical experience activities.

Finally, recommendations were made regarding course planning, services for rural youth, on-site internships, and supervision arrangements.