SYLLABUS
COUN 551: PRACTICUM

Fall 2012

3 Semester Hours

Jamaica Chapple, Ph.D., LPC-I
email: Jamaica.Chapple@tamuc.edu
Office: BIN 207
Office #: 903-886-5640

OFFICE HOURS
Tuesday (Commerce)
3:00 – 4:30
Wednesday (MPLX)
3:00 – 4:30
Thursday (MPLX)
3:00 – 4:30
Other meetings by appointment

CATALOG DESCRIPTION OF COURSE
This contributes to the ongoing development and practice of skills learned in Coun 516. Students develop conceptual and professional skills related to their practice at a field site and practice various specified counseling and related activities during a minimum of 100 hours at an agency or educational setting. Satisfactory performance at the field placement and during on-campus class meetings must be demonstrated before students can proceed to internship (Coun 552). Prerequisites: Application form returned to department several months before actual enrollment in this course (check with department for availability and due dates), a grade of "B" or better in 516, and successful completion of Admission to Candidacy requirements (or the equivalent for those seeking school counselor certification only) within the Department of Counseling.

GENERAL COURSE DESCRIPTION
Practicum is designed to develop students' counseling skills beyond the level required in Pre-Practicum. The primary emphasis is on performing counseling and related activities in a specified agency or educational setting. As a result, Practicum comprises both on-campus and on-site experiences. Students will learn and practice a variety of counseling strategies in this course and will also have a field site where they will gain approximately 100 hours of experience. At the beginning of this course, students are expected to have completed and maintained the performance competencies specified for Pre-Practicum.

COURSE OBJECTIVES include, but are not limited to the following:

1. ***Process and Communication Skills***. Students will continue to develop the skills learned in Pre- Practicum. Process skills refer to counselor behaviors that can be observed either through two-way mirrors or videotaping. Process skills range from simple (restatement) to sophisticated (paradoxical intervention) depending on counselor ability. These skills enhance the *process* of counseling and are evaluated in their execution rather than their choice.
a. Make highly accurate responses to client's statements by responding to client needs, feelings, cues, and behavior.
b. Understand but not become overly involved in the problems of individuals.
c. Facilitate and remain open to the intense affective responses of the client, including those directed toward the counselor.
d. Facilitate self-exploration and understanding on the part of the client through the appropriate use of empathy and respect.
e. Place a client at ease prior to the initial counseling experience through informal and casual discussion aimed at dispelling hostile and apprehensive attitudes toward the counseling process.
f. Demonstrate ability to terminate the counselor-client relationship.
g. Use more advanced (interviewing) counseling skills such as probing, interpretation, and constructive feedback appropriate to counselor's theoretical frame of reference.

2. ***Conceptualization Skills***. Students will continue to develop intervention strategies learned in Pre- Practicum. Conceptualization skills reflect deliberate thinking and case analysis; such "thinking" takes place both in the session and between sessions. Conceptualization skills include: identifying the major concern of the client, recognizing dominant themes in a session, planning for future sessions, and choosing a particular helping response/technique with a certain goal in mind.
a. Appropriately apply counseling skills to problems presented by a variety of individuals in an agency or school setting.
b. Establish an on-going counseling relationship with a client(s) based on accurate case conceptualization.
c. Set process and outcome goals related to identified client goals and problems.
d. Develop and implement counseling plans to meet identified client problems.
e. Demonstrate knowledge of counseling intervention strategies/theories by applying them and/or by identifying their potential use during in class tape critiques.
f. Identify client strengths, goals, and self-defeating behaviors.
g. Skillfully perform the techniques specific to the counselor's declared mode/theory of choice.
h. Identify and report client problems from both the counselor and client perspectives.
i. Recognize the indications for termination of the counseling relationship and demonstrate an appropriate termination process.

j. Report outcomes, results, and status of problems and clients at termination of counseling.
k. Explain and demonstrate the use of a personal model of counseling.

3. ***Personalization Skills***. Students will continue to develop an understanding of their personal issues and growth (begun in Pre-Practicum). Personalization skills are those personal attributes which counselors use in the counseling relationship. Personalization also refers to the degree to which the student has adapted to the role of helper. Such skills include:
a. Being comfortable with the professional responsibility of being a counselor.
b. Being able to separate personal reactions to an issue from those of the client.
c. Allowing a sense of humor to emerge.
d. Not being defensive with an accusing client.
e. Being able to handle a range of emotions in self or client.
f. Being able to accept constructive critiques in supervision.

4. ***Professional Skills***. Students are expected to develop and demonstrate the professional behaviors that will support the ethical standards of the American Counseling Association. Such skills include:
a. Complete written reports on time.
b. Safeguard confidentiality.
c. Behave professionally in field placement.
d. Dress appropriately for counseling contacts.
e. Remain objective toward opinions, practices, ethnicity, religious and spiritual values, different from self-held beliefs.
f. Understand self and be aware of emotional limitations.
g. Remain open to assessments by others as to personality and counseling style, including complementary as well as critical statements.
h. Communicate to the client the nature of the relationship so that the client understands the limits of the services offered.
i. Relate to clients of various religious and ethnic backgrounds.

METHOD OF INSTRUCTION

Lecture, discussion, supervised application, guided practice.

COURSE REQUIREMENTS/GRADING:

1. **Video Taping of Clients:**

All students are required to videotape counseling sessions with clients from their field sites. Three videotaped counseling sessions will be submitted to the instructor for supervision feedback. You will turn
in a detailed self-evaluation of your counseling skills with your tape. A handout will be provided with specific instructions for this requirement. Tapes are due as follows:
Tape 1---------- **September 26, 2012**
Tape 2---------- **October 31, 2012**
Tape 3---------- **November 28, 2012**

In addition to these graded tapes, you will need to turn in a videotape of you with a friend or classmate. This tape is to demonstrate your basic skills including paraphrasing, using open questions, and reflection of feeling. This tape is due **September 5, 2012.**

2. **Group counseling**:
Students are required to lead one counseling group (minimum 6 sessions) in their setting. Students will be required to submit a detailed summary of the group, which includes an analysis of content and process, individual member progress evaluations, and a self-evaluation of new learning. **Group Summary is due November 14, 2012**.

3. **Theory summary**:
Students are required to write a summary describing your theory of choice. A handout will be provided
with specific instructions for this assignment. **Theory paper is due November 14, 2012.**
4. **Attend all individual supervision sessions**:
One of the most important requirements and benefits of practicum is to meet individually with the doctoral student who will serve as your individual supervisor. You must keep your appointments with your supervisor. **If you miss more than two appointments with your supervisor, you will not pass the course.** In addition to keeping your appointments, it is very important for you to be open and receptive to supervision. You will bring a videotape to each of your sessions with your supervisor. Failure to bring a tape will adversely affect your grade.
If you have not had play therapy or currently taking play therapy, you will not bring tapes of any client
younger than third grade.
5. **Group supervision**:
You will be asked to bring a tape and handouts to class during the semester. One of your tapes will be of a group counseling session. The class or small group will listen to your tape and use the tape as a stimulus for group discussion and supervision. These group supervision tapes will begin on **October 17, 2012**.
6**. Grading**
This class is pass/fail. **You must have a minimum of 240 points to pass the course.**
Attendance/class participation 40 points
Tape/Anal 1 **50 points**
Tape/Anal 2 **50 points**
Tape/Anal 3 **50 points**
Subjective assessment 50 points
Theory summary 30 points
Group summary 30 points
Total 300 points

Grades will be assigned according to the following scale:

A = 90% - 270 points
B = 80% - 240 points
C = 70% - 210 points
D = 60% - 180 points

REQUIRED TEXT(S)

Cormier, S., & Hackney, H. (2008). *Counseling strategies and interventions* (7th ed.). New York:Pearson.

Smead, R. (2000). Skills for living: *Group counseling activities for young adolescents* (Vol. 2).Champaign, IL: Research Press. (or elementary version).

Pipes, R. B., & Davenport, D. S. (1999). *Introduction to psychotherapy: Common clinical wisdom*(2nd ed.). Boston: Allyn & Bacon.

Required reading

Practicum & Internship Handbook, School or Community.

American Counseling Association. (2005). *Code of ethics and standards of practice.* Alexandria, VA: Author.

Required reading for school counselors

American School Counselor Association (1992). *Ethical standards for school counselors.* Alexandria, VA:Author.

SELECTED BIBLIOGRAPHY

Corey, G. (2009) *Case approach to counseling and psychotherapy* (7th ed.). Belmont, CA: Brooks/Cole.

Jongsma, A. E. & Peterson, L. M., & McInnis, W. P. (1996). *The child and adolescent psychotherapy treatment planner.* New York: John Wiley & Sons.

Ivey, A. E., & Ivey M. B. (2007). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (6th ed.). Belmont, CA: Brooks/Cole.

Martin, D. G. (2000).*Counseling and therapy skills* (2nd ed.). Long Grove, IL: Weaveland.

TExES COMPETENCIES THAT RELATE TO THIS COURSE *(TExES is the state examination required for school counselor certification.)*

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, which meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)
The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
Competency 006 (Counseling)
The school counselor understands how to provide effective counseling services to individuals and small groups.
Competency 007 (Assessment)
The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.
Competency 008 (Collaboration with Families)
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
Competency 009 (Collaboration with Others in the School and Community)
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
Competency 010 (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

ATTENDANCE AND LATE POLICY:

Students are expected to attend all classes and arrive on time. Attendance in this class is critical and cannot be emphasized enough. Even missing one class may hinder your skill development. If you know that you are going to miss a class, email or call me 24 hours prior to class. More than 2 absences from class will result in a deduction of 30 points from your final grade.

STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

CONDUCT AND ACADEMIC HONESTY:

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) “Graduate students at Texas A&M University-Commerce are expected to maintain high

standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures).

UNIVERSITY CLOSING DUE TO WEATHER:
Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and
television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Tentative Course Schedule

Week	Date	Readings	Assignments
1	8/29/2012		▪ Introductions ▪ Syllabus Review ▪ Basic Counseling (process)Skills ▪ Utilizing supervision,
2	9/5/2012	▪ Chapter 2 & 3 in Cormier & Hackney	Ethical and Legal Issues-ACA ASCA Professional organizations ▪ Counseling Relationship ▪ **Basic Skills Tape Due**
3	9/12/2012	▪ Chapter 8 in Cormier & Hackney	Conceptualization issues ▪ Goal setting ▪ Ethics ▪ Suicide & crises
4	9/19/2012	▪ Chapter 11 in Pipes & Davenport ▪ Reality Therapy handout	▪ Theory with clients ▪ Developmental interventions ▪ Voluntary/involuntary clients ▪ Resistance
5	9/26/2012		Theory with clients ▪ Developmental interventions ▪ Tapes begin ▪ **Tape 1 due**

6	10/3/2012	▪ Handouts	Tapes ▪ Responding to Cognitive and Affective contents ▪ Conceptualizing clients
7	10/10/2012	▪ Chapter 8 in Pipes & Davenport	Tapes ▪ Being present in the here and now
8	10/17/2012	▪ Handout ▪ Part 1 in Smead (Skills for Living)	Group counseling ▪ Tapes ▪ Individual conferences ▪ **Mid Term evaluations due**
9	10/24/2012	▪ Chapter 10 in Pipes & Davenport	Tapes ▪ Discuss theory summary ▪ Multicultural issues
10	10/31/2012	▪ Handout	Tapes ▪ Sandtray ▪ **Tape 2 Due**
11	11/7/2012		_ TCA Conference NO Class
12	11/14/2012	▪ Handout	Group counseling ▪ Supervision ▪ Group summary due ▪ **Theory paper due**
13	11/21/2012		▪ **THANKSGIVING** ▪ No Class
14	11/28/2012	▪ Chapter 15 in Pipes & Davenport	▪ Tapes ▪ Theory-based interventions ▪ Termination ▪ **Tape 3 due**

15	12/5/2012		▪ **Final paperwork due** ▪ Individual conferences
16	12/12/2012		▪ Individual conferences