COUN 516 001
Pre-Practicum
COURSE SYLLABUS: SPRING 2013

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COURSE INFORMATION

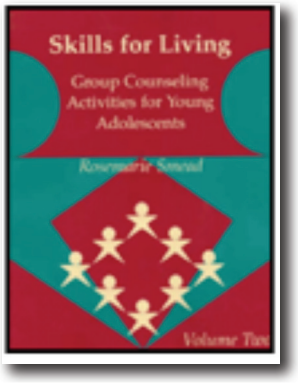
Materials – Text, Readings, Supplementary Readings

Required: Cormier. (2012) Counseling Strategies and Interventions (8th Edition)

ISBN: 9780137070183

Optional: Smead (2000) Skills for Living: Adolescents (Volume 2)

ISBN: 9780878224203



Reserved Readings

Recently published manuscripts related to course topics occasionally may be assigned as outside reading. Copies will be available through eCollege as copyright laws permit.

Supplemental Materials

As copyright laws permit, supplemental materials will be distributed and/or made available via eCollege. These materials may include, but are not limited to, diagrams, charts, summarizations, tables, and lecture outlines.

Course Description

CATALOG DESCRIPTION OF COURSE

516. Pre-Practicum. Three semester hours. Provides the foundation for all practicum and internship experiences. Students learn communication and interpersonal skills under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in practicum (COUN 551). Students will examine their intrapersonal issues and interpersonal styles and will follow ACA Ethical Standards.

GENERAL COURSE DESCRIPTION

The purpose of Pre-Practicum is to provide continued acquisition of counseling skills. Supervised application of a number of interviewing skills is the primary focus. Students can expect to examine their intra-personal issues and concerns.They should be able to demonstrate the ability to express and understand their own personal dynamics and development, including strengths, sensitivities defensesand limitations. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

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

Students will demonstrate understanding and appropriate application of:

1. Essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship;

2. Essential interviewing and counseling skills so that the student is able to establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship;

3. Self-awareness to promote therapeutic relationships and appropriate professional boundaries;

4. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling;

5. Process/communication skills; conceptualization skills; personalization skills; and professional skills.

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 that

meet 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.

COURSE REQUIREMENTS

Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

1. **Attendance and Participation**. Attendance and active participation are a necessary and vital part of the course. Active participation includes attending each class session, completing reading assignments prior to class sessions, and participating in peer observation and peer counseling, and contributing substantive feedback. Absence from class and/or nonparticipation will result in grade reduction. More than two absences (or more than 5 class hours missed) will result in your final grade being reduced one grade level. More than three absences will require you to repeat this course for credit. Being late to class or leaving class early will result in grade reduction. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner.

2. **Counseling Theory and Professional Growth Paper**

Paper will need to be written in APA format with a title page. Paper should be 8-10 pages. This should not be a hard task as you will be examining and speaking about your own personal beliefs.

This paper should be based on your selected theory of counseling. Your purpose is to clarify your own views in terms of the theory and to defend your theory to the reader. The paper should include a minimum of 5 outside references. You may use your textbook as a reference for your

paper. Use existing theory for the basis of this discussion. Discuss how and why you chose your theory of choice, what about the theory matched your values? Discuss how your theory has helped your counseling skills develop. Give examples of how you incorporated your theory into your sessions thus far. Discuss how your theoretical techniques could be improved in your sessions. How does your theoretical choice help give your sessions direction? How do you plan to utilize your theory in future sessions? How does your theory reflect your personal and professional values? What is your short-term plan for developing your counseling skills in terms of your theoretical perspective?

3. Final Self-Evaluation Paper: The final paper will encompass your experiences in sessions with your peers and overall in this class. You should discuss the following areas in approximately 4-6 double-spaced and typed pages with each area delineated by a heading in your paper. Papers should be in APA format including complete cover page, page headers and numbering, headings, and double-spacing.

- Discuss in a specific and concrete manner your current strengths.
- Discuss in a specific and concrete manner the progress you have made in the development of counseling skills.
- Discuss in a specific and concrete manner your current areas in need of improvement.
- Describe and discuss areas of personal/professional growth and awareness.
- What insights have you gained regarding your counseling skills, personal characteristics, or interpersonal relationships and how might these enhance your skills as a counselor?
- What are some of your personal values that might affect your ability to work with specific populations?
- Develop a plan that addresses your professional development needs.

4. Videotapes: Videotapes of practice sessions will be made outside of class. These videotapes will be reviewed in class for feedback. STUDENTS ARE RESPONSIBLE FOR BRINGING A VIDEOTAPED PRACTICE SESSION TO EACH CLASS TO BE REVIEWED FOR FEEDBACK.

- Students will turn in a minimum of 4 videotapes for evaluation. Students will complete a Counseling Skill Scale for each tape turned in for evaluation.

GRADING AND EVALUATION

Students who achieve a grade of "A" complete the following (All areas must be completed for this grade):

- Demonstration of exceptionally high level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course.

- Demonstration of comfort with and openness to feedback and view the process of training as both a personal and professional growth opportunity
- Consistently bring tapes to class that demonstrate current skills and that students view as demonstrating their highest level of current ability, which may require completing more than one videotape each week
- Complete reading assignments and actively participate in class discussions
- Complete the self-evaluation papers with a high degree of introspection and clearly demonstrate a high level of effort in completing the papers
- Attend class regularly and on-time

Students who achieve a grade of "B" complete the following (All areas must be completed for this grade):

- Demonstration of an expected level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course
- Demonstrate ability to employ the skills satisfactorily, and have a uniformly beneficial effect on interviewees
- Demonstrate openness to feedback and avoid a defensive attitude with peers and instructor
- Consistently bring tapes to class that demonstrate an expected, acceptable level of skills
- Completed reading assignments and participate in class discussions
- Complete the self-evaluation papers with an adequate degree of introspection and demonstrate an adequate level of effort in completing the papers

Students who achieve a grade of "C" complete the following:

- Demonstrate a minimal level of effectiveness
- Demonstrate severe limitations in certain areas
- Demonstrate failure to grasp and to consistently demonstrate basic communication and interpersonal skills
- Fail to provide tapes demonstrating adequate skill level
- Fail to complete reading assignments and participate in class discussions
- Fail to demonstrate an adequate level of introspection and effort in completing self-evaluation papers
- Students with this grade are functioning below the level required for field placement and

will not be accepted for Practicum. When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies

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 1 absence from class will result in a deduction of 30 points from your final grade. More than 2 absences from class will result in a failing grade. As stated previously, missing more than one supervision session will result in a failing grade in the class. Make every attempt to be on time. Arriving late will affect your grade.

ASSIGNMENT POLICY I expect you to turn in all assignments at the beginning of class on the due date designated in the syllabus. Late assignments are not accepted and will receive a grade of zero.

ELECTRONIC COMMUNICATION DEVICES

If you have a cell phone or any other type of electronic communication device with you (including iPads and laptops), please disarm it before entering the classroom and keep it off for the duration of class. In addition, neither texting nor phone calls are allowed in class. You will lose all daily participation points if you use any electronic device during class.

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).

TECHNOLOGY REQUIREMENTS

This will be a web-enhanced course and some obvious technological resources will be required.

- Access to a computer with
  - Internet access (high-speed preferred)
  - Word processing software (Microsoft Word preferred)
  - A microphone for recording comments on eCollege (Webcam optional)
  - As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.
- Access to a camera for recording sessions (must be able to provide digital files for uploading)

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

COURSE OUTLINE / CALENDAR

Week	Class Date	Topic	Assignment
1	1/15	Introduction/ Syllabus/ Intakes	Bring Practicum Paperwork
2	1/23	Lecture/Skills Work	Make sure to logon to eCollege and find enhanced course
3	1/39	Process Clients /Lecture	Work on Skills Tape (Tape 1)
4	2/5	Lecture/Skills Work	Tape 1 Due
5	2/12	No F2F Class - Online Assignment	Counseling Theory Paper Due by 11:59 PM on 2/17 in eCollege Dropbox
6	2/19	Lecture/Skills Work	
7	2/26	Lecture/Skills Work	
8	3/5	Lecture/Skills Work	Tape 2 Due
9	3/12	SPRING BREAK = NO CLASS	ENJOY THE WEEK OFF
10	3/19	Lecture/Skills Work	
11	3/26	Lecture/Skills Work	
12	4/2	Lecture/Skills Work	Tape 3 Due
13	4/9	No F2F Class – Online Assignment	
14	4/16	Lecture/Skills Work	
15	4/23	Lecture/Skills Work	Tape 4 Due
16	4/30	Lecture/Skills Work	Final Evaluation Paper Due by 11:59 on 5/5 in eCollege Dropbox
17	5/7	Finals Week	Finals Week

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class, in eCollege or via email by the instructor. Students who do not check eCollege or their email assume responsibility for missing alterations to the course.