SYLLABUS
551: PRACTICUM
SPRING 2013

INSTRUCTOR
Linda Ball, Ed.D      (903) 886-5637 (main office)
Preferred contact, e-mail: linda.ball@tamuc.edu      (903) 886-5649

OFFICE HOURS* TO BE SET FIRST WEEK OF SPRING SEMESTER

CATALOG DESCRIPTION OF COURSE
551. Practicum. Three semester hours.
Provides for continued 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.
Students will demonstrate understanding and appropriate application of:
1. Essential interviewing and counseling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship,
2. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions,
3. Models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling
4. Self awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries
5. Four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills: see attached descriptions)
6. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
7. TExES competencies that relate to this course (for school counseling track; see attached)

CONTENT AREAS include, but are not limited to, the following:
I. Requirements for practicum.
II. Professional conduct during practicum
III. Four counselor competence areas: see attached descriptions
   A. Process and Communications skills
   B. Conceptualization skills
   C. Personalization skills
   D. Professional skills
IV. The Intake Interview  
V. Termination  
VI. Receiving and using supervision  
VII. Crisis Intervention: Procedural guidelines at site  
VIII. Legal and ethical issues  

METHOD OF INSTRUCTION  
Lecture, discussion, supervised application, guided laboratory practice  

COURSE REQUIREMENTS include, but are not limited to:  

1. The student will complete 100 clock hours of supervised field practice. At least 40 of these hours will be direct service work with clientele appropriate to the student's field setting, including experience in individual and group work. 

2. Taping of Clients. Students are expected to tape their counseling sessions with clients from their field sites. Client consent is required for taping. Be mindful that confidentiality laws apply to the security of these tapes as they are considered part of the client record until erased. The instructor will make sure that all tapes are erased by the end of the semester. A selected number of tapes with written critiques will be turned in for evaluation at various times throughout the semester. Other tapes will be submitted for supervision purposes. See below. 

3. The student will complete at least 1 ½ hours per week of group supervision with other practicum students. The student is required to submit tapes of counseling sessions with clients from their field sites for supervision. This supervision will be provided by a faculty member or an assigned, supervised doctoral student. 

4. In addition to regular class meetings, the student will complete at least one hour per week of individual or triadic supervision with a faculty member or assigned, supervised doctoral graduate assistant. The student is required to submit tapes of counseling sessions with clients from his or her field site for supervision.  

6. The student will negotiate a Field Experience Contract with his or her on-site supervisor prior to the first day of class. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements. 

7. The student will submit a Weekly Activity Log to the instructor that will document a cumulative record of hours including:  
   a. direct on-site contact hours  
   b. on-site supervision  
   c. on-campus individual supervision  
   d. on-campus group supervision  
   e. indirect hours on site (excluding supervision)  

   The activity log will also include brief descriptions of the student's on-site activities and reactions insights, and concerns regarding the field experiences. 

8. The student will complete an evaluation of field site experiences during the last week of the semester. These evaluations will be filed with the department's Coordinator of Clinical Training. 

9. The student will maintain professional liability insurance throughout the course. 

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES  
The following is a general description of the qualities of performance that meet grade criteria for this course.  

A grade of "S" represents an acceptable level of effectiveness in the use of the process and communication, conceptualization, personalization, and professional skills taught in this course. Students who achieve this grade are usually more comfortable with feedback and have a positive view of the opportunities presented in training and supervision. 

A grade of "U" represents an unacceptable level of effectiveness, and is a restricted or qualified endorsement. Students with this grade are functioning below the level required for field placement. There are usually severe limitations in certain areas. Students who fail to grasp and to consistently demonstrate basic
communication and interpersonal skills will generally earn this grade. Students with this grade will not be accepted for an Internship (552) placement.

**Specifically, the following will be considered in the assignment of the final grade.**

- Attendance/participation/preparation for class and supervision
- Level of skill acquisition on minimal exit competencies (demonstrated by the end of the semester in tapes, your written critiques, individual and group supervision, class discussions, etc.)
- Timely completion of all assignments, forms, and records
- Site supervisor’s evaluations

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.

**REQUIRED TEXT(S) AND/OR READING(S)**


**SELECTED BIBLIOGRAPHY** includes, but is not limited to, the following:

I will provide you with an ongoing list of possible resources to aid you in your individual case conceptualization, strategies, and interventions for tracking and measuring your clients’ progress.

**ATTENDANCE**

The student is expected to attend class regularly. Failure on your part to maintain regular attendance will affect the grade you receive and will be reflected on your CPCE evaluation. University guidelines regarding attendance policy will be followed.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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 Rm 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).

**COURSE OUTLINE (always with flexibility in place)**

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