

COUN 551: Counseling Practicum Syllabus Spring 2015

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CATALOG DESCRIPTION OF COURSE

551. Practicum. 3 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.

GENERAL COURSE DESCRIPTION

Practicum is designed to develop students' counseling skills beyond the basic level required in Pre-Practicum. The primary emphasis is on performing counseling and related activities in a specified agency or school setting. As a result, Practicum comprises both on campus and onsite experiences. Students will learn and practice a variety of counseling strategies. This course will also have a field site where they will gain approximately 100 hours of experience. Students are expected to have completed and maintained the performance competencies specified for Pre-Practicum. In addition, students must be assessed at an average to exceptional level on the competencies listed under the COURSE OBJECTIVES (see below).

TEXTBOOKS

Cormier, S. & Hackney, H. (2012). Counseling Strategies and Interventions. Pearson and Merrill.

American Counseling Association. (2014). ACA Code of Ethics. May be downloaded for free from <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

TE_xES COMPETENCIES

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 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.

COURSE REQUIREMENTS

include, but are not limited to:

1. Video Taping of Clients. Students are required to videotape their counseling sessions with clients from their field sites. Approximately 3 videotaped counseling sessions, with written critiques, will be submitted to the instructor for a grade.
2. 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. Of these 40 direct hours, at least 10 should be group work.
3. The student will complete at least one hour per week of individual supervision with the faculty member on record for this course and/or assigned, supervised doctoral graduate assistant.
4. The student will complete at least 1½ hour per week of group supervision with other practicum students. This supervision will be provided by a faculty member and/or an assigned, supervised doctoral graduate assistant.
5. The student will negotiate a Field Experience Contract with his or her onsite supervisor within the first two-week period of placement. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements.
6. Students will show tapes weekly, with written case consultation form, for group supervision.
7. Students will complete a case presentation. This includes a 10 page paper (see guiding questions below) and a 20 minute presentation.
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 for Field Placement.

COURSE OBJECTIVES

include, but are not limited to:

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, videotaping, or audio taping. 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.

Make highly accurate responses to client's statements by responding to client needs, feelings, cues, and behavior.

Understand but not become overly involved in the problems of individuals.

Facilitate and remain open to the intense affective responses of the client, including those directed toward

the counselor.

Maintain an appropriate separateness from the client.

Facilitate self exploration and understanding on the part of the client through the appropriate use of empathy and respect.

Appropriately share experiences, feelings, and ideas in an open, non-dogmatic manner while keeping the focus on the client.

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.

Demonstrate ability to terminate the counselor/client relationship.

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.

Appropriately apply counseling skills to problems presented by a variety of individuals in an agency or school setting.

Establish an ongoing counseling relationship with a client(s) based on accurate case conceptualization.

Set process and outcome goals related to identified client problems.

Develop and implement counseling plans to meet identified client problems.

Demonstrate knowledge of counseling intervention strategies/theories by applying them and/or by identifying their potential use during in class tape critiques.

Identify client strengths, goals, and self defeating behaviors.

Understand and use transference laden behavior to increase client/self knowledge.

Skillfully perform the techniques specific to the counselor's declared mode/theory of choice.

Apply problem solving strategies with a client.

Identify and report client problems from both the counselor and client perspectives.

Develop and implement counseling plans to meet identified goals and objectives.

Recognize the indications for termination of the counseling relationship and demonstrate an appropriate termination process.

Use tests appropriate to the practicum/institutional setting and to the needs of the client.

Report outcomes, results, and status of problems and clients at termination of counseling.

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:

Being comfortable with the professional responsibility of being a counselor.

Being able to separate personal reactions to an issue from those of the client.

Allowing a sense of humor to emerge.

Not being defensive with an accusing client.

Being able to handle a range of emotions in self or client.

Being able to accept constructive critique 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:

Complete written reports on time.

Safeguard confidentiality.

Behave professionally in field placement.

Dress appropriately for counseling contacts.

Remain objective toward opinions, practices, ethnicity, religious and spiritual values, different from self held beliefs.

Understand self and be aware of emotional limitations.

Remain open to assessments by others as to personality and counseling style, including complementary as well as critical statements.

Communicate to the client the nature of the relationship so that the client understands the limits of the services offered.

Relate to clients of various religious and ethnic backgrounds.

Display an awareness of the specialties, skills, and services of other helping personnel in the community so that referral, when necessary, is a possibility.

Determine in specific cases when it is appropriate to share a client's private communication and when the counselor must act autonomously and in confidence.

Confront and assist student peers who are not exhibiting professional behavior.

TOPICAL OUTLINE OF CONTENT

The instructor of record will derive a topic outline consistent with the course objectives and requirements listed above. Topics might include, but are not limited to, the following. (Topics are not necessarily introduced in the order presented below.)

1. Requirements for practicum.

2. Professional conduct during practicum
3. Receiving and using supervision
4. Legal and ethical issues
5. Crisis Intervention: Procedural Guidelines
6. Process and Communication Skills Training (continuation of lab training from Pre-Practicum)
7. The Intake Interview
8. Goal Setting: Process and outcome
9. Intervention Strategies
10. Termination

STUDENT 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@tamuc.edu****GRADING**

Academic Conduct: Cheating on examinations, submitting work of other students as your own or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the university.

Professional Conduct: Students are expected to adhere to the Code of Ethics of the American Counseling Association and/or the American School Counselor Association. Any behavior that is deemed unethical will be grounds for review of the student by the program faculty.

The Department of Counseling is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedures to assess students as to their potential for meeting the expectations of the professional counseling field. The Counseling Student Competency Evaluation will be used as a basis for assessment. Copies of the CSCE are available from the Department website or by contacting the Department of Counseling office.

Attendance: The nature of this course demands that all students be present for every class session and actively participate in discussions. Students are responsible for all information disseminated in class (even if the student is absent).

You are adults and have adult lives and responsibilities. You are encouraged not to miss class. If an emergency arises, take care of yourself and your family. You cannot learn if you are distracted by emergencies. Also be aware, the nature of this class demands your attendance. Missing class will detract from your skills and abilities. You will have to strike a balance between your education and family life.

The following is a general description of the qualities of performance that meet grade criteria for this course.

A "Pass" represents an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement. Some students may demonstrate an exceptionally high level of effectiveness in the use of the process and communication, conceptualization, and professional skills taught in this course. Students who achieve this are usually more comfortable with feedback and have a positive view of the opportunities presented in training and supervision.

A "Fail" represents a minimal level of effectiveness, and is a restricted or qualified endorsement. Students with this grade are functioning below the level required for field practicum. 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.

When students demonstrate personal limitations that might impede future performance, and/or consciously violate ethical standards, and/or are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program. (See current ACA & ACES Ethical Standards)

End of Course grades will be based on the following:

- 45% Tapes and written critiques (3 tapes @ 15 points each)
- 15% Case Consultations
- 20% Case Presentation
- 20% Demonstration of appropriate counseling skills during class sessions; consistent demonstrations of professionalism, including adherence to ethical standards, prompt completion of assignments, initiative, attendance etc; active and appropriate participation in class. Participation includes constructively offering and receiving feedback from instructor and peers, as well as willingly interacting in any group assignment/discussion.

READING SCHEDULE AND DUE DATES

01/22	Introduction. Texts, Syllabus & Expectations
01/29	Legal and Ethical Issues Read ACA Code of Ethics
02/05	Chapters 1: The Helping Profession Tape review
02/12	Chapter 2: The Helping Relationship Tape # 1 Due
02/19	Chapters 3: Attending to Clients Tape Review
02/26	Chapters 4: Communication Patterns in the Helping Process Tape Review
03/05	Chapter 5: Managing the Helping Session Tape Review
03/12	Chapters 6: Responding to Cognitive Content Tape #2 Due
03/19	Happy Spring Break
03/26	Chapter 7: Responding to Affective Content Tape Review
04/02	Chapter 8: Conceptualizing Issues and Setting Goals Tape Review
04/09	Chapter 9: Using Integrative Helping Strategies and Interventions Tape Review
04/16	Chapter 10: Common Challenges for Beginning Helpers Tape #3 Due
04/23	Theories Tape review
04/30	Case Study Presentation paper due
05/07	Field Supervisor End of the Semester Evaluation forms are due Evaluation of Field Site/ record of hours and all other paper work
05/14	Final

**CASE CONSULTATION FORM
(For Weekly Group Supervision)**

Name of Intern:

Date:

Session number:

Start time for review _____

End time for review _____

Demographic data about the client:

Presenting problem:

Important history or environmental factors (especially multicultural issues):

Short summary of the session of focus:

Tentative assessment or problem conceptualization (diagnosis & rationale):

Plan of action & goals for therapy (treatment plan):

Intervention strategies:

Concerns or problems surrounding this session/case (ethical concerns, relationship issues, etc.):

CASE PRESENTATION

1. Describe the presenting problem as identified by the client. Are there underlying factors which must be changed for the client to make progress? Is the client's perception of the problem realistic?
2. Describe the system the client is part of. What are the socio-economic, cultural, economic, health factors which may affect the client's desired change? Describe other system members and their relationship to the client and presenting problem.
3. What are possible alternatives to the situation as identified by the client? Which ones have been tested and which ones remain? Are client's goals realistic and obtainable?
4. Describe process the client will utilize in implementing new change strategy. What are the time frames and expected results? How will results be evaluated?
5. Discuss results and their impact on the individual and his/her system.
6. Evaluate your role in the above. In what ways did you assist the client in obtaining his/her goals? In what way did you hinder that process? What possible changes would you make in similar future cases?
7. What theory did you use with this conceptualization? Based on this theory, what obstacles might you encounter with this particular case?
8. How and to what extent did the client change as a result of his or her psychotherapeutic experience?
9. Could another therapist, using different theory and techniques produce comparable results?
10. Could you use the "another therapist's" (in the above questions) theory and techniques and expect the comparable results?
11. How did you (your personality, attitudes, demeanor, charismatic qualities, etc.) play a role in the client change?
12. Other general observations.

Preparation for the 2nd PRACTICUM CLASS MEETING:

Counselor trainees must provide the following at the first class meeting (originals to of these documents to be copied are found elsewhere in this Handbook):

- Field Placement Contract: completed and signed by site supervisor and counselor trainee
- Field Site Plan (community): completed and signed by site supervision and counselor trainee
- Field Site Supervisor Registration: completed by the site supervisor
- Emergency/Crisis Management Form: completed and signed as indicated
- Practicum/Internship Ethics Agreement: completed and signed by the counselor trainee
- Trainee Consent for Audio/Video Taping: completed and signed by the counselor trainee
- Proof of liability insurance: certificate of coverage or letter verifying coverage (copy only)

Documentation due at the LAST PRACTICUM CLASS MEETING

(originals of these documents to be copied are found elsewhere in this Handbook):

- Practicum Log completed; signed by trainee, field site supervisor
- Practicum/Internship Summary completed and signed by the counselor trainee
- End of Semester Field Site Supervisor's Evaluation completed and signed by field site supervisor
- Trainee Evaluation of Field Placement Site – completed by counselor trainee
- Additional documentation as required by Practicum instructor