SYLLABUS
COUN 551.401: COUNSELING PRACTICUM
Spring 2015
Meets 1/20/2015 through 5/15/2015
T 7:20p-10:00p Location: MPLX

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Office Hours: by appointment only

CATALOG DESCRIPTION OF COURSE
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 within the Department of Counseling.

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)
6. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

METHOD OF INSTRUCTION: Lecture, discussion, supervised application, guided practice, self-evaluation, evaluation by supervisor, individual and group supervision, case conceptualization, case review using case reports and recordings

REQUIRED TEXT(S)
- Translating Theory into Practice, Thinking and Acting Like an Expert, Parsons, R, Current Ed. (9th)
- Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self Awareness, MacCluskie, K. Current Ed (10th)
- Case Approach to Counseling and Psychotherapy, Gerald Corey, Current Ed. (8th)

Required Reading:
- TAMU-Commerce Practicum & Internship Handbook, School or Community.
- (Community Counselors) Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5
COUN 551 COURSE REQUIREMENTS/GRADING:

1. **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.

2. **THE STUDENT WILL COMPLETE 120 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. Hours are to be recorded on the Practicum Log. Make a copy of your “working copy” Log to turn in at each class meeting. Be sure to include the totals you have accumulated thus far in the semester. For example, you will turn in the Log that ends on the Friday/Saturday of the previous week. This will help you and your instructor keep track of your hour accumulation over the semester.

3. **THE STUDENT WILL COMPLETE AT LEAST ONE HOUR PER WEEK OF INDIVIDUAL SUPERVISION WITH THEIR SITE SUPERVISOR AND with the faculty member on record for this course and/or assigned, supervised doctoral graduate assistant.** The student will attend all individual supervision sessions. You must keep your appointments with your supervisor. If you miss more than one appointment with your supervisor, you will not pass the course. Video recordings are required in each supervision session beginning the week of Jan 27.

4. **GROUP SUPERVISION.** The student will complete at least 1½ hour per week (22.5 total) of group supervision with other practicum students. This supervision will be provided by a faculty member and/or an assigned, supervised doctoral graduate assistant. Students are required to bring a recording to each class during the semester. One of your recordings will be of a group counseling session. The class or small group will listen/view your recording and use it as a stimulus for group discussion and supervision. **Recordings will be required each class meeting beginning February 3.**

5. **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.

6. **BASIC SKILLS RECORDING:** Due Jan 27, this video recording is to be of you with a friend or classmate. And should demonstrate basic skills including paraphrasing, using open questions, and reflection of feeling.

7. **Three (3) CASE ANALYSIS and RECORDINGS with TRANSCRIPTS**
   All students are required to videotape (VHS or digital format) counseling sessions with clients from their field sites. Three video recorded counseling sessions will be submitted to the instructor for supervision feedback. Recordings will include a typed transcript, conceptualization, and self-evaluation of your counseling skills. **These recordings are due Feb 17, March 31, & April 28.**
   *All recordings and their handling and disposal must be compliant with HIPAA and FERPA regulations.*

8. **GROUP COUNSELING.** Students are required to lead one psycho-educational or counseling group (minimum 6 sessions) in their site setting. If you are in a community setting and are not allowed to lead a group, please let me know as soon as possible. Recording of at least one group sessions is required for in-class supervision.

9. **THEORETICAL POSITION STATEMENT.** Students are required to write a statement describing your theoretical position. A handout will be provided with specific instructions for this assignment. Due March 10

10. **INTERVENTION DEMONSTRATIONS:** Each student will select an intervention to demonstrate/role-play for the class, with a fellow classmate role-playing as the client. A sign-up sheet will be available on the first class day.
GRADING
This class is pass/fail. You must have a minimum of 240 points to pass the course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/class participation</td>
<td>40</td>
</tr>
<tr>
<td>Video Recording/Analysis 1</td>
<td>50</td>
</tr>
<tr>
<td>Video Recording/Analysis 2</td>
<td>50</td>
</tr>
<tr>
<td>Video Recording/Analysis 3</td>
<td>50</td>
</tr>
<tr>
<td>Subjective assessment</td>
<td>50</td>
</tr>
<tr>
<td>Theory Statement</td>
<td>30</td>
</tr>
<tr>
<td>Intervention Demonstration</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>300 points</strong></td>
</tr>
</tbody>
</table>

ATTENDANCE AND LATE POLICY:
Students are expected to attend all classes and arrive on time. Attendance in this class is critical. In the instance of an emergency, notify the instructor as soon as possible. More than one absence will result in being dropped from the class. Attendance at all supervision sessions is required. Make every attempt to be on time. Tardiness will result in point deduction from your final grade.

Digital devices: It is inappropriate to text, email, check email or texts, use a laptop or go online during class time. Your full attention and participation in course activities is expected.

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, Policies 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).

TOPICAL OUTLINE OF CONTENT
Topics might include, but are not limited to, the following
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
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.

TEExES 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.
### COUN 551.401
#### TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
<th>Topic/Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 20</td>
<td>AS ASSIGNED</td>
<td>Syllabus; Supervision; schedule individual mtgs Ethics Basic Skills</td>
<td>Field Placement Contract Field Site Plan (community) Field Site Supervisor Registration Emergency/Crises Management Form Practicum/Internship Ethics Agreement Trainee Consent for Audio/Video Taping Proof of liability insurance</td>
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<tr>
<td>3</td>
<td>Feb 3</td>
<td>DSM-5 MacCluskie Ch 13 Scott Ch 4</td>
<td>Case Conceptualization Treatment Planning Intervention Demonstration Group Supervision</td>
<td>Intervention Demonstration 1 Recording/Supervision Log</td>
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<tr>
<td>4</td>
<td>Feb 10</td>
<td>MacCluskie Ch 11</td>
<td>Culture, Age, Gender Intervention Demonstration Group Supervision</td>
<td>Intervention Demonstration 2 Recording/Supervision Log</td>
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<tr>
<td>5</td>
<td>Feb 17</td>
<td>Corey – Scott Form 6.7</td>
<td>Presentations</td>
<td>Case Analysis &amp; Recording #1 Due Log</td>
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<tr>
<td>6</td>
<td>Feb 24</td>
<td>Scott Ch 10</td>
<td>Addiction, Trauma, Suicide</td>
<td>Intervention Demonstration 3 Recording/Supervision Log</td>
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<tr>
<td>7</td>
<td>Mar 3</td>
<td>Scott Ch 10</td>
<td>MIDTERM EVALUATION of SKILLS</td>
<td>Intervention Demonstration 4 Recording/Supervision Log Self-Evaluations</td>
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<tr>
<td>8</td>
<td>Mar 10</td>
<td>Scott Ch 11</td>
<td>Consultation Coordination of Care</td>
<td>Intervention Demonstration 5 Recording/Supervision Theory Statement Due Log</td>
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<tr>
<td>9</td>
<td>Mar 17</td>
<td></td>
<td>SPRING BREAK !!!</td>
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<tr>
<td>10</td>
<td>Mar 24</td>
<td>MacCluskie Ch 16</td>
<td>Self-Care</td>
<td>Intervention Demonstration 6 Recording/Supervision Log</td>
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<td>11</td>
<td>Mar 31</td>
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<td>Presentations</td>
<td>Case Analysis &amp; Recording #2 Due Log</td>
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<td>12</td>
<td>Apr 7</td>
<td>Parsons Ch 5</td>
<td>Cognitive Interventions</td>
<td>Intervention Demonstration 7 Recording/Supervision Log</td>
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<td>13</td>
<td>Apr 14</td>
<td>Parsons Ch 4</td>
<td>Behavioral Interventions</td>
<td>Intervention Demonstration 8 Recording/Supervision Log</td>
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<td>14</td>
<td>Apr 21</td>
<td>Parsons Ch 3</td>
<td>Affective Interventions Solution Focused Interventions</td>
<td>Intervention Demonstration 9 Recording/Supervision Log</td>
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<td>15</td>
<td>Apr 28</td>
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<td>Presentations</td>
<td>Case Analysis &amp; Recording #3 Due Log</td>
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<tr>
<td>16</td>
<td>May 5</td>
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<td></td>
<td>Intervention Demonstration 10 Recording/Supervision Log</td>
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<td>17</td>
<td>May 12</td>
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<td></td>
<td>*Final Evaluations *Final Paperwork Due Practicum Log Practicum/Internship Summary End of Semester Field Site Supervisor’s Evaluation Trainee Evaluation of Field Placement Site</td>
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