Instructor: Quinessa Johnson, Ph.D., LPC  
Email: Quinessa.Johnson@tamuc.edu  
Phone: (318) 512-5774  
Fax: (903) 886-5780

Office Hours: By appointment only

CATALOG DESCRIPTION OF THE 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. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates), Coun 501, 510, and completion of or current enrollment in Coun 528.

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 defenses and 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. counseling supervision models, practices, and processes;
5. process/communications skills; conceptualization skills; personalization skills; and professional skills.

CONTENT AREAS include, but are not limited to, the following:
I. Process and communications Skills
   A. Attending behavior
   B. Minimal verbal and non-verbal responses
   C. Open-ended and closed-ended questions
   D. Reflection of feelings
   E. Paraphrasing content
   F. Summarization of feelings and content
   G. Differentiation between cognitive and affective messages
H. Immediacy
I. Self-disclosure
J. Confrontation of discrepancies

II. Relationship Skills
A. Additive empathy
B. Positive regard
C. Genuineness
D. Concreteness

III. Conceptualization Skills
A. Establishing appropriate counseling goals
B. Designing intervention strategies
C. Evaluating client outcome
D. Terminating the counselor-client relationship.

IV. Personalization Skills
A. Self awareness
B. Boundary issues

V. Professional Skills
A. Responsible work-related behavior
B. Ethical standards

METHOD OF INSTRUCTION
Lecture, discussion, guided practice.

COURSE REQUIREMENTS
1. Attendance and participation.
2. Students are expected to demonstrate and practice interviewing skills with class peers.
3. Video tapes of practice interviews will be made outside of class.
4. Video tape interview sessions will be reviewed in class for feedback and formative evaluation. The instructor will see that all tapes are erased by the end of the semester.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES
Students will be evaluated ONLY on their performance as the counselor in the interview sessions. Tapes will be reviewed by the instructor and evaluated on the student counselor’s demonstrated effectiveness in the interview session.
Evaluation of effectiveness will be on a scale of 1 to 5:
1 – poor
2 – minimal
3 – satisfactory
4 – very good
5 – excellent

An "A" grade represents an exceptionally high level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course. Students who achieve this grade are usually more comfortable with feedback and view the process of training as both a personal and professional growth opportunity. Final evaluations must be 4 or above.

A "B" grade represents an expected level of effectiveness. Students who achieve this grade can employ the skills satisfactorily, and have a uniformly beneficial effect on interviewees. As a result, students with this grade will be capable of working with clients in a field setting (COUN 551, Practicum). Final evaluations must be 3 or above.

A "C" grade 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 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 Field Placement. Final evaluations must be 2 or above.

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. Final evaluation is 2 or below.

REQUIRED TEXT(S) AND/OR READING(S)
Teyber, Edward (any edition) Interpersonal process in psychotherapy

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 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 006 (Counseling)
The school counselor understands how to provide effective counseling services to individuals and small groups.
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 010 (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

ATTENDANCE
The student is expected to be on time and attend class regularly. Two unexcused absences will result in the student being administratively dropped from the class. University guidelines regarding attendance policy will be followed.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, 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 CLASS SCHEDULE

1/20 Introduction, Orientation, & Overview
    Reading assignment for next class Chapter 1-3

1/27 Reading assignment for next class Chapter 4 & 5

2/3 Reading assignment for next class Chapter 6 & 7

2/10 Tape review & critique

2/17 Tape review & critique

2/24 Tape review & critique

3/3 Tape review & critique

3/10 Tape review & critique

3/17 Spring Break

3/24 Tape review & critique

3/31 Tape review & critique

4/7 Tape review & critique

4/14 Tape review & critique

4/21 Tape review & critique

4/28 Tape review & critique

5/5 Final Tape review & critique