

COUN 551: PRACTICUM

Fall 2015

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Office Hours: Mon 6:00-7:00 (McKinney-CHEC); Tues 2:00-4:30; Thur 2:00-4:30- Metro:
Fri 1:00-3:00- Commerce

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.

GENERAL COURSE DESCRIPTION

Practicum is designed to develop students' counseling skills beyond the basic level required in Pre-Practicum (and 548 if applicable). The primary emphasis is on students' development as practitioners and related activities in a specified agency or school setting. As a result, Practicum comprises both on-campus and on-site 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. In addition, students must be assessed at an average to exceptional level on the competencies listed under the COURSE OBJECTIVES (see below).

Textbooks:

Armstrong, S. A. (2008). *Sandtray therapy: A humanistic approach*. Dallas, TX: Ludic Press.

And one of the following texts depending on age of clients:

Smead, R. (2000). *Skills for living: Group counseling activities for young adolescents* (Vol. 2). Champaign, IL: Research Press.

Morganett, R. S. (1994). *Skills for Living: Group counseling activities for elementary students*. Champaign, IL: Research Press.

Vernon, A. (2002). *What works when with children and adolescents*. Champaign, IL: Research Press.

Required reading:

Practicum & Internship Handbook, School or Community. (2012).

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author.

Theory handouts (provided)

Required reading for school counselors

American School Counselor Association (1992). *Ethical standards for school counselors*. Alexandria, VA: Author.

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. major areas of competence (Process and Communications skills, Conceptualization skills, and Personalization skills)
6. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

CONTENT AREAS include, but are not limited to, the following:

Requirements for practicum, Professional conduct during practicum, Counselor competence areas (Process and Intervention skills, Conceptualization skills, Personalization skills), Intake interviewing, Termination, Supervision (Receiving and giving feedback, building on strengths and addressing Weaknesses), Crisis intervention procedural guidelines at site, Group counseling in public school and mental health settings, Legal and ethical issues

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.

Counseling Student Competency Evaluation (CSCE)

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure 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 Departmental website or by contacting the Department of Counseling Office.

COURSE REQUIREMENTS/GRADING:

- 1. Video Taping of Clients.** All students are required to videotape (digital format preferred) counseling sessions with clients from their field sites. Three videotaped counseling sessions will be submitted to the instructor for supervision feedback. You will turn in a detailed **self-evaluation** of your counseling skills with your tape. A handout will be provided with specific instructions for this requirement. In addition to these graded tapes, you will need to turn in a videotape of you with a friend or classmate. This tape is to demonstrate your **basic skills** including paraphrasing, using open questions, and reflection of feeling.
- 2. Group counseling.** Students are required to lead one psycho-educational or counseling group (minimum 6 sessions) in their setting. If you are in a mental health setting and are not allowed to lead a group, please let me know as soon as possible. Videotaping of two group sessions is required. Students will be required to submit a detailed summary of the group, which includes an analysis of content and process, individual member progress evaluations, and a self-evaluation of new learning. A detailed instruction sheet will be provided for this requirement.
- 3. Theory summary.** Students are required to write a summary describing your theory of choice. A handout will be provided with specific instructions for this assignment.
- 4. Attend all individual supervision sessions.** One of the most important requirements and benefits of practicum is to meet individually with the doctoral student who will serve as your individual supervisor. **You must keep your appointments with your doctoral supervisor. If you miss more than two appointments with your supervisor, you will not pass the course.** In addition to keeping your appointments, it is very important for you to be open and receptive to supervision. You will bring a videotape to each of your sessions with your supervisor beginning the week of Sept 17. Failure to bring a tape will adversely affect your grade. Repeatedly failing to bring a tape will result in a failing grade in the course. If you have not had play therapy or you are currently taking play therapy, you will not bring tapes of any client younger than third grade unless you have permission from me. If you are currently taking play therapy, it will be up to me to decide when you are ready for play sessions with clients.
- 5. Group supervision.** You will be asked to bring a tape and handouts to class during the semester. One of your tapes will be of a group counseling session. The class or small group will listen to your tape and use the tape as a stimulus for group discussion and supervision.

Grading

This class is pass/fail. You must have a minimum of 240 points to pass the course.

Attendance/class participation/paperwork	40 points
Tape/Analyses (3)	50 points (each)
Subjective assessment of clinical progress	50 points
Theory summary	30 points
<u>Group summary</u>	<u>30 points</u>
Total	300 points

In our midterm meeting, I will let you know if you are passing the course.

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 2 absences from class will result in a deduction of 30 points (10%) from your final grade. As stated previously, missing more than one supervision session will result in a deduction of 30 points from your grade and missing more than two individual supervision sessions will result in a failing grade in the class. Make every attempt to be on time to class and your supervision appointments. Arriving late will affect your grade.

Digital devices: It is inappropriate to text, email, check email or texts, use a laptop or go online during this course. I expect your full attention and participation. Confine your use of digital devices to breaks.

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

Discrimination Free Environment

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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)

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).

SELECTED BIBLIOGRAPHY

- Campbell, C.A. & Dahir, C.A. (1997). *The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.
- Hitchner, K.W. & Tiff-Hitchner, A. (1987). *A survival guide for the secondary school counselor*. West Nyack, NY: The Center for Applied Research in Education.
- Nelson, J. Lott, L., & Glenn, H.S. (2000). *Positive discipline in the classroom*. Roseville, CA: Prima Publishing
- Schmidt, J. (2004). *A survival guide for the elementary/middle school counselor (2nd ed.)*. West Nyack, NY: Jossey-Bass.

Flexible Schedule

- Sept 3 Introductions, Syllabus Review, Basic Counseling (process) Skills, Utilizing supervision, Read **ACA** code of ethics and **ASCA** Code of Ethics (School only) **prior to next class**
- Sept 10 Ethical and Legal Issues-ACA, ASCA Professional organizations Read Capuzzi article, also read pp. 5-9 and chapter 2 in Armstrong text, **prior to next class**
- Sept 17 Conceptualization skills, Ethics, suicide & crises, Read Ch. 3 & 4 in Armstrong text **prior to next class**
- Sept 24 Developmental interventions, Voluntary/involuntary clients—self-referrals, Read theory handouts **prior to next class**
Tapes begin
Basic Skills Tape Due
- Oct 1 Theory with clients, Conceptualizing clients, developmental interventions, Tapes
- Oct 8 Group counseling, Tapes, Ethics, Read chapter 6 in Armstrong text **prior to**
Tape 1 Due next class
- Oct 15 Tapes, Being present in the here and now, facilitating awareness
- Oct 22 Group counseling, Tapes, Individual conferences, Read chapters 7-9 in Armstrong text **prior to next class**
Mid Term evaluations due
- Oct 29 Tapes, Theory summary, multicultural issues, grief, techniques, resistance
- Nov 5 Tapes, Sandtray, Self-awareness and growth
Tape 2 Due
- Nov 12 Group supervision doc supervisors conduct class- Armstrong in Boise, Idaho
- Nov 19 Tapes, Theory-based interventions, Conceptualization
Theory Summary Due
- Nov 26 Happy Thanksgiving!
- Dec 3 Group counseling supervision- **bring group tapes**, consultation, theory-based interventions
- Dec 10 Tapes, Termination
- Dec 17 Individual conferences
Tape 3 Due, Final paperwork due, Group Summary Due

COUNSELING 551 - Fall 2015

NAME: _____

Cell number _____

E-mail most frequently used: _____

How often do you check your email? _____

WHEN DID YOU COMPLETE Coun 516 (and 548 if required)?

WHO WAS YOUR PROFESSOR? _____

Have you taken human development? ____ Counseling Children and Adolescents? ____

Have you taken or are you currently taking play therapy? _____

Counseling theory that interests you the most _____

Age most interested in _____

Are you going to pursue licensure? _____
