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 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
Supplemental Readings
The instructor will provide outside reading material and articles. All readings (articles, chapters, and resources) are expected to be read before the next class period.

Required reading

Required reading for school counselors

TExES 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. **Basic Skills Assignment** – Students will be required to complete a video recording of a listening skills session with a fellow classmate. The length of the session will be 20 minutes. In this time, the student will listen to content and facilitate the fellow classmate continuing to share content by participating in active listening skills (i.e., reflection of
feeling, paraphrase, open-ended questions, minimal encouragers, reflection of meaning, etc.). Students will be evaluated on the following invitational and active listening skills:

- Eye Contact, Body Position, Voice Tone, Encouragers, Questions, Paraphrase, Reflection of feeling, and Reflection of meaning.
- Students will be responsible for completing a self-introspection. The self-introspection should be a self-critique of the session.

2. **Video Taping of Clients** - Students are required to videotape their counseling sessions with clients from their field sites. Approximately 3 videotaped counseling sessions will be submitted to the instructor for supervision feedback. You will turn in a detailed tape analysis (self-evaluation & transcript) with your tape. A handout will be provided with specific instructions for this requirement.

3. **Technique Application** – Students will create a presentation describing a counseling technique; the theory it originates from; its effectiveness through a literature review; the populations for whom or settings in which the technique may be most effective or least effective; and a taped demonstration of the technique. Presentation should be approximately 15 minutes and should include a typed handout to be distributed to each class member.

4. **Field Experience** - Students 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.

   - 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.
   - 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.

5. **Individual Supervision** - Students 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. If you miss more than two meetings with your supervisor you will not pass the course. In addition to keeping your appointments it’s important for you to be open and receptive to supervision. You will bring a video tape to each of your sessions with your supervisor. Failure to bring a tape will adversely affect your grade. If you have not had play therapy or currently taking play therapy, you will not bring tapes of any client younger than 3rd grade. If you are currently taking play therapy it will be up to me to decide when you are ready for play therapy sessions with clients.

6. **Group Supervision** - Students 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. In addition to submitting tape analysis students will bring at least one taped session to each class per week. Each student is expected to complete a case consultation form (attached to this
sylabus) in order to be prepared for group supervision. Tapes without the case consultation form will not be considered for group supervision and the student will lose participation and professionalism points. The class or small group will listen to your tape and use the tape as a stimulus for group discussion and supervision.

### STUDENT PERFORMANCE EVALUATION AND PROCEDURES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>50</td>
</tr>
<tr>
<td>Basic Skills Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Taping/Analysis 1</td>
<td>50</td>
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<tr>
<td>Taping/Analysis 2</td>
<td>50</td>
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<tr>
<td>Taping/Analysis 3</td>
<td>50</td>
</tr>
<tr>
<td>Technique Application</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>275</strong></td>
</tr>
</tbody>
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### GRADING

This is a pass/fail course. **You must have a minimum of 220 points or higher** to pass the course.

An “S” or successful completion represents at minimum an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement. 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 “U” or unsuccessful completion represents a lower than expected level of effectiveness. Students with this grade are functioning below the level required for field practicum. There may be severe limitations in certain areas. Students who fail to grasp and consistently to demonstrate basic communication and interpersonal skills will generally earn this grade.

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.

### ASSIGNMENT POLICY

All assignments must be typed, in APA format; a hard copy must be turned in if you have any problems with assignments &/or due dates, please contact the instructor prior to the due date so possible accommodations may be made if necessary.

Please note: Any assignment not turned in at the designated classroom due date & at the start of class result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will **NOT BE ACCEPTED** and result in a failing grade for the assignment. Emailed assignments will not be accepted.
ELECTRONIC COMMUNICATION DEVICES
If you have a cell phone or any other type of electronic communication device with you, please disarm it before entering the classroom and keep it off for the duration of class. In addition, neither texting nor phone calls are allowed in class.

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 prior to class. More than 2 absences from class will result in failure of this class. Missing more than one supervision session will result in a deduction of 5 points from your attendance/participation 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. Arriving late will affect your grade.

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, and 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@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).
PRACTICUM STUDENT CHECKLIST

Preparation for the 1st PRACTICUM CLASS MEETING:
Counselor trainees must provide the following at the first class meeting:
[ ] 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/Crises 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:
[ ] 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