

Texas A&M University-Commerce
Department of Counseling
COUN 516: PRE-PRACTICUM
Fall 2014

INSTRUCTOR: Amy Watson, PhD, LPC-S

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OFFICE HOURS: By appointment

COURSE MEETINGS: Wednesday, 4:30 pm to 7:00 pm – Metroplex Campus

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.

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. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling;
5. Process/communication skills; conceptualization skills; personalization skills; and professional skills.

REQUIRED TEXTS

Teyber, Edward (any edition) Interpersonal process in psychotherapy

ADDITIONAL REQUIRED READING

American Counseling Association. (2005). Code of ethics and standards of practice. Alexandria, VA: Author. (Available at www.counseling.org).

American School Counselor Association. (2004). Ethical standards for school counselors. Alexandria, VA: Author. (Available at www.schoolcounselor.org).

Texas A&M University-Commerce Master's Handbook. (September, 2009). Available at <http://web.tamu-ommerce.edu/academics/colleges/educationHumanServices/departments/counseling/documents/mastersHandbookSeptember2009.pdf>

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

1. Attendance and active participation are a necessary and vital part of the course. Active participation includes attending each class session, completing reading assignments prior to class sessions, and participating in peer observation and peer counseling, and contributing substantive feedback. Absence from class and/or nonparticipation will result in grade reduction. More than two absences (or more than 5 class hours missed) will result in your final grade being reduced one grade level. More than three absences will require you to repeat this course for credit. Being late to class or leaving class early will result in grade reduction. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. This is a counseling class where you will be learning how to demonstrate listening skills and professional relationship building skills; electronic devices (laptops, notebooks, Smartphones) will not be used in class as this disrupts the counseling relationship. This device will need to be turned off and put away during class time.

2. Counseling Theory and Professional Growth Paper (body of the text should be 8-10 pages; you also need a title page and abstract):

This paper should be based on your selected theory of counseling. Your purpose is to clarify your own views in terms of the theory and to defend your theory to the reader. The paper should follow APA format (including complete cover page, page headers and numbering, headings, and double-spacing) and include a minimum of 5 outside references. You may use your textbook as a reference for your paper. Use existing theory for the basis of this discussion. Discuss how your theory has helped your counseling skills develop. Give examples of how you incorporated your theory into your sessions thus far. Discuss how your theoretical techniques could be improved in your sessions. How does your theoretical choice help give your sessions direction? How do you plan to utilize your theory in future sessions? How does your theory reflect your personal and professional values? What is your short term plan for developing your counseling skills in terms of your theoretical perspective?

3. Final Self-Evaluation Paper: The final paper will encompass your experiences in sessions with your peers and overall in this class. You should discuss the following areas in approximately 4-6 double-spaced and typed pages with each area delineated by a heading in your paper. Papers should be in APA format including complete cover page, page headers and numbering, headings, and double-spacing.

- Discuss in a specific and concrete manner your current strengths.

- Discuss in a specific and concrete manner the progress you have made in the development of counseling skills.
- Discuss in a specific and concrete manner your current areas in need of improvement.
- Describe and discuss areas of personal/professional growth and awareness. What insights have you gained regarding your counseling skills, personal characteristics, or interpersonal relationships and how might these enhance your skills as a counselor? What are some of your personal values that might affect your ability to work with specific populations?
- Develop a plan that addresses your professional development needs.

4. Videotapes. Videotapes of practice sessions will be made outside of class. These videotapes will be reviewed in class for feedback. **STUDENTS ARE RESPONSIBLE FOR BRINGING A VIDEOTAPED PRACTICE SESSION TO EACH CLASS TO BE REVIEWED FOR FEEDBACK.**

Students will turn in a minimum of 4 videotapes for evaluation. Students will complete a Transcription for each tape turned in for evaluation. Students must first evaluate their tape by completing the following and submit in a Manila envelope:

- a) Videotape of session (DVD or Thumb drive)
- b) Written transcription- Transcriptions must include client & counselor responses. As you transcribe listen for not only your responses, but think about ways to improve the response. Make note on your transcription of how you would like to have changed your response as the counselor. After your transcription give a brief summary or how you think you performed as the counselor and include areas of strength (yes you will have them) and weaknesses.

5. In addition to the 4 tapes turned in students will be required to tape 2 additional 15 minute sessions to review and critique in class.

Session requirements for each tape:

TAPES MUST BE AUDIBLE. Inaudible tapes will be returned un-graded and will need to be redone. **TAPES MUST MEET THE MINIMUM TIME REQUIREMENTS**

Session requirements for each tape:

#1 - Baseline tape approximately 15 minutes demonstrating your current listening skills. You may only ask 3 **QUESTIONS**. If you ask more than 3 questions, you must provide an alternative response for each question over 3. Tapes are not appropriate if you ask more than 6 questions. You should not be trying to change anything for your client yet! This is a demonstration of listening skills.

#2 – 20 minutes. Demonstrate interest and appreciation of your client, encourage client exploration, develop the therapeutic relationship & manage the session appropriately. You should not be trying to change anything for your client yet!

#3 – 25 minutes. Demonstrate interest and appreciation of your client, encourage client exploration, deepen the session with advanced empathy, develop the therapeutic relationship & manage the session appropriately.

#4 – 20 minutes. Demonstrate interest and appreciation of your client, encourage client exploration, deepen the session with advanced empathy, develop the therapeutic relationship, encourage change & manage the session appropriately.

GRADE EVALUATION

Students who achieve a grade of "A" complete the following (All areas must be completed for this grade):

- Demonstration of exceptionally high level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course
- Demonstration of comfort with and openness to feedback and view the process of training as both a personal and professional growth opportunity
- Consistently bring tapes to class that demonstrate current skills and that students view as demonstrating their highest level of current ability, which may require completing more than one videotape each week
- Complete reading assignments and actively participate in class discussions
- Complete the self-evaluation papers with a high degree of introspection and clearly demonstrate a high level of effort in completing the papers
- Attend class regularly and on-time

Students who achieve a grade of "B" complete the following (All areas must be completed for this grade):

- Demonstration of an expected level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course
- Demonstrate ability to employ the skills satisfactorily, and have a uniformly beneficial effect on interviewees
- Demonstrate openness to feedback and avoid a defensive attitude with peers and instructor
- Consistently bring tapes to class that demonstrate an expected, acceptable level of skills
- Completed reading assignments and participate in class discussions
- Complete the self-evaluation papers with an adequate degree of introspection and demonstrate an adequate level of effort in completing the papers

Students who achieve a grade of "C" complete the following:

- Demonstrate a minimal level of effectiveness
- Demonstrate severe limitations in certain areas
- Demonstrate failure to grasp and to consistently demonstrate basic communication and interpersonal skills
- Fail to provide tapes demonstrating adequate skill level
- Fail to complete reading assignments and participate in class discussions
- Fail to demonstrate an adequate level of introspection and effort in completing self-evaluation papers
- Students with this grade are functioning below the level required for field placement and will not be accepted for Practicum. 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.

COUNSELING STUDENT COMPETENCY EVALUATION

The Department of Counseling is obligated by professional ethics (see ACA Code of Ethics, 2005) 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.

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.

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).

FLEXIBLE COURSE SCHEDULE

08/27	Introductions, Course Overview, Active Listening- Triadic Experience
9/3	Ethics Review- Triadic Experience
9/10	Informed Consent from your theoretical perspective - Triadic Experience
9/17	Ethical Issues- Tape Review and critique
9/24	Chapters 4, 5, 6-Tape Review and critique
	Tape #1 Due
10/1	Tape Review and critique
10/8	Tape Review and critique
10/15	Tape Review and critique
	Tape #2 Due
10/22	Tape Review and critique
10/29	Tape Review and critique
	Counseling Theory and Professional Growth Paper Due
11/5	Tape Review and critique
	Tape #3 Due
11/12	Tape Review and critique
11/19	Tape Review and critique
	Final Tape Due
11/26	Thanksgiving
12/3	Chapter 10- Tape Review and critique
	Final Self-Evaluation Due
12/10	Individual Evaluation

CAVEAT: This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

CORE COUNSELING SKILLS

ATTENDING & EXPLORING SKILLS

APPROPRIATE LANGUAGE: counselor uses language that the client understands

EYE-CONTACT: counselor maintains appropriate eye-contact with client, with consideration for cultural differences.

ATTENDING TO CLIENT PRESENTATIONS: counselor observes and monitors client body posture, voice levels, verbal and facial expressions.

COMPLIMENTS: counselor recognizes and comments on client strengths and traits so as to increase motivation for change.

USE OF MINIMAL ENCOURAGERS: counselor models effective listening and supports client via verbal and nonverbal methods. For example: "m.m.-hhmmm", "uh-huh", "yes"; "help me understand that", "tell me more"; nodding, eye contact, variation of posture; comfortable posture.

USE OF OPEN-ENDED QUESTIONS, DIRECTIVES, & LEADS: counselor invites client reflection and exploration by making regular use of open-ended questions, calling client attention to specific subjects, and suggesting useful material to examine.

USE OF SILENCE: counselor does not speak when silence would effectively allow for client expression, experience, reflection, and movement.

FOLLOWING: counselor demonstrates ability to enter the client's world, attend to his/her presentation, & refrain from introducing irrelevant material or detouring client into nonproductive/irrelevant directions.

FOCUSSING: counselor identifies and develops appropriate issues, themes, and subjects in the session, limiting unhelpful storytelling, and reducing irrelevant material. Counselor is able to select the most useful material from various alternatives.

PACING: counselor is able to keep the session moving at a natural, productive speed that is neither too hurried nor too slow. Counselor adapts session pace that allows for satisfactory communication between client and counselor (e.g., slow client down).

RESTATEMENT: counselor conveys understanding of the session content by restating in exact or near-exact words whatever the client has just verbalized.

REFLECTION OF CONTENT: counselor is able to reflect back to the client his/her understanding of the subject matter being discussed in such a way as to promote understanding, clarification, and exploration.

REFLECTION OF FEELING: counselor is able to reflect back to the client her/his understanding of the emotions (feelings) being expressed in the session in such a way as to promote understanding, clarification, and exploration.

SUMMARIZING: counselor makes a general statement that reviews and condenses client presentation in segments, to facilitate transitions during session, or at end of session.

APPROPRIATE RESPONSE TO CLIENT ANXIETY: counselor recognizes increased levels of anxiety in client and works directly to reduce that anxiety in the session.

EFFECTIVE INQUIRY: counselor is able to make effective use of prompts and probes to gather information via questions, statements, & requests for more information.

GENUINENESS: counselor displays sincerity and remains congruent in response to client. Core condition.

POSITIVE REGARD: counselor communicates to the client an acceptance of the client's experiences, feelings, views, and possibilities. Core Condition.

CONGRUENCY: counselor consistently presents congruency of cognitive, affective, and behavioral processes. Core Condition.

RESPECT: counselor communicates to the client an acceptance of the client as a person by responding to her/him in a nonjudgmental and appreciative manner.

ACCURATE EMPATHY: counselor is able to understand and communicate to the client his/her understanding of the client's experience, behavior, affect, and cognitions. Core Condition.

EFFECTIVE COUNSELOR-CLIENT RELATIONSHIP: Counselor works to establish a collaborative association that emphasizes clients doing their own work with the facilitation of the counselor.

ELABORATION: counselor facilitates client exploration of pertinent topics by encouraging amplification, exploration, and examination.

PRIORITIZING: counselor selects potentially useful topics/problems/focus to address from various alternatives offered by the client.

UNDERSTANDING SKILLS

ADVANCED EMPATHY: counselor responds to client experience, behavior, affect, and cognitions on a deeper level than what the client has been able to express herself/himself. Outcome of advanced empathy is to move client to deeper level of reflection on his/her experience.

IDENTIFICATION OF THEMES: counselor identifies recurrent patterns of behavior, affect, and cognition in client presentation and demonstrates their inter-relatedness.

APPROPRIATE SELF-DISCLOSURE: counselor shares elements of her/his own experience with client in such a way as to facilitate (not interfere with) client progress. Appropriate self-disclosure keeps the focus on the client, not on the counselor.

ACCURATE INTERPRETATION: counselor offers alternative explanations for client behaviors, cognitions, and feelings in a tentative manner.

REFRAMING OR RELABELING: counselor offers the client an alternative viewpoint that invites the client to see things differently, e.g. seeing the glass as half full rather than half empty.

EXTERNALIZING THE PROBLEM: counselor assists the client in separating self from problems.

EVOCATION OF CHANGE TALK: counselor elicits and promotes client expression of change intention (self-motivational statements).

SCALING QUESTION: counselor uses scaling question to ascertain levels of client concern and/or improvement or to focus session.

“UNIQUE OUTCOMES” QUESTIONS: counselor uses specific questions to ascertain differences in how the problem occurs, especially times when the problem does not occur (i.e., exceptions, on track, relationship, and coping questions)

RECOGNITION & MANAGEMENT OF RESISTANCE: counselor recognizes the conscious and/or unconscious defensive postures of clients, attempts to explore resistance with the client, and assists the client in reducing defensiveness.

HERE-&-NOW: counselor helps the client to stay focused on the present. Counselor allows focus on past or future only as germane to the present.

IMMEDIACY: counselor is able to monitor the here-&-now client-counselor interaction as it relates to client issues and session progress. Counselor uses immediacy to raise client awareness and reduce resistance.

CONFRONTATION: counselor points out inconsistency, incongruency, or discrepancy in client presentation in such a way as to encourage further exploration & reflection.

ADVANCING FOCUSSING: counselor identifies, prioritizes, and develops underlying client issues, emotions, themes, and concerns.

ALTERNATIVE EXPLORATION: counselor assists client in exploring alternative options and

possible consequences.

WORK WITH CLIENT COGNITIONS: counselor responds appropriately to client thoughts, attitudes, and beliefs via identification of distorted, self-defeating or irrational cognitions, raising client awareness of their thinking, and assisting client in altering or amending unhelpful cognitions.

WORK WITH CLIENT AFFECT: counselor works appropriately with client emotions by facilitating client experience of their emotions, identification and labeling of emotions, recognition of intensity levels, examination of conflicted affect, identification and exploration of both screen and underlying emotions, and enhancement of client toleration of emotional state.

DECISIONAL BALANCE: Counselor assists client in evaluating the advantages & disadvantages (pros & cons) of potential change decisions (consistent w/ motivational interviewing).

WORK WITH CLIENT BEHAVIOR: counselor works with client actions via identification of helpful and unhelpful behaviors, exploration of impact of client behaviors on client issues/problems, and helping clients to alter their behaviors.

WORK WITH INTERPLAY OF COGNITIONS, AFFECT, & BEHAVIOR: counselor helps client recognize the inter-connectedness of their thinking, feeling, and doing as appropriate.

ACTION SKILLS

STRUCTURE A COUNSELING SESSION: counselor demonstrate ability to develop a counseling session, including exploration of concerns, identification of presenting issues/problem, setting a goal for the session and/or treatment, developing action or choosing the appropriate format (structure) to address presenting issue in the direction of a preferred scenario, and pacing the session.

DEFINING GOALS/DIRECTION: counselor works with client to define goal(s) and/or direction for current client session and/or course of treatment.

THEORETICAL CONCEPTUALIZATION: counselor conceptualizes & explains client issues according to various theoretical approaches.

INTERVENTION SELECTION: counselor selects structures & intervention strategies (Action phase) consistent with technical eclectic, theoretical conceptualization, differential treatment, and evidence-based counseling practices.

COUNSELOR ANXIETY: counselor effectively manages her/his own anxiety in counseling sessions.

COUNSELOR AFFECT: counselor recognizes, labels, and feels her/his feelings; recognizes intensity levels, accepts her/his emotional experiencing, manages emotions effectively in counseling sessions.

COMPREHENSION OF COUNSELOR-CLIENT PROCESS: counselor demonstrates understanding of the interpersonal and intrapsychic dynamics at work in session between counselor and client.