

SYLLABUS
COUN 551: PRACTICUM
Fall 2015

3 Semester Hours

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OFFICE HOURS

Mondays 3:00pm to 4:30pm (CHEC)
Or By Appointment Only

Other meetings by appointment

Course Meetings

Mondays 7:20-10:00 (CHEC)

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.

COURSE REQUIREMENTS/GRADING:

1. Videotaping of Clients. All students are required to videotape (DVD) 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. Due Sept. 28th, Nov 2nd, & Dec. 7th.** 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. Due Sept 16.

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 community 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. Summary **Due November 16th.**

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. **Due October 19th.**

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 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 September 7.** 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 third grade. 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 to each 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. These group supervision tapes **will begin on September 7.**

GRADING

This class is pass/fail. **You must have a minimum of 163 points** to pass the course.

Assignment Points

Attendance/class participation	50
Tape/Anal 1	14
Tape/Anal 2	14
Tape/Anal 3	14
Subjective assessment	30
Theory summary	50
Group summary	30
Total	202 points

REQUIRED TEXT(S)

- Cormier, S., & Hackney, H. (2008). *Counseling strategies and interventions* (7th ed.). New York: Pearson.
- Halbur, D. A., & Halbur, K. V. (2005). *Developing your theoretical orientation in counseling & psychotherapy*. Boston, MA: Allyn & Bacon
- MacCluskie, K. (2010). *Acquiring counseling skills: Integrating theory, multiculturalism, and self-awareness*. Columbus, OH: Merrill
- Smead, R. (2000). *Skills for living: Group counseling activities for young adolescents* (Vol. 2). Champaign, IL: Research Press. (or elementary version).

Required reading

Practicum & Internship Handbook, School or Community.

American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author.

Required reading for school counselors

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

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

- I. Requirements for practicum.
- II. Professional conduct during practicum
- III. Four counselor competence areas
 - A. Process and Communications skills
 - B. Conceptualization skills
 - C. Personalization skills
 - D. Professional skills
- IV. The Intake Interview
- V. Termination
- VI. Supervision: Receiving and giving feedback, building on strengths and addressing weaknesses
- VII. Crisis Intervention: Procedural guidelines at site
- VIII. Group counseling in public school setting
- IX. 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.

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 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. Arriving late will affect your grade.

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).

TENTATIVE SCHEDULE

Week	Reading	Assignment
1 (Aug. 31)	MaCluskie Ch. 1 and 2	Introductions Syllabus Review Basic Counseling (process) Skills Utilizing supervision
2 (Sept. 7)	Read and bring a copy of both the ACA and the ASCA Code of Ethics to class!	ACA Code of Ethics ASCA Code of Ethics Ethical and Legal Issues-ACA ASCA Professional organizations Counseling Relationship _ Basic Skills Tape Due
3 (Sept. 14)	Cormier and Hackney Ch.8 Halbur & Halbur Ch. 1 & 2 MacCluskie Ch. 11	Theory and Practice Developmental interventions Voluntary/involuntary clients Resistance Tapes
4 (Sept. 21)	Halbur & Halbur Ch. 3 & 4	Theory and Practice/ Developing a theoretical orientation
5 (Sept. 28)	Cormier and Hackney Ch. 2 & 3	Conceptualization issues Goal setting Ethics Suicide & crises Tape 1 Due
6 (Oct. 5)	Handouts MacCluskie Ch. 10	Tapes

		Responding to Cognitive and Affective contents Conceptualizing clients <input type="checkbox"/> Confrontation
7 (Oct. 12)	Handouts MacCluskie Ch. 14	Tapes Theory-based interventions Termination *Midterm-Evaluations
8 (Oct. 19)	Smead Ch. 1-4	*Group Counseling *Tapes *Handouts and Expressive Arts Activities & Sand Tray Theory Paper Due
9 (Oct. 26)		*Group Counseling and Interventions *Tapes
10 (Nov. 2)	Continue Smead Ch. 1-4	*Grief *Self-Awareness and Growth *Grief Handouts Tape 2 Due
11 (Nov. 9)	Handouts MacCluskie Ch. 16	Tapes Discuss theory summary Multicultural issues *Discuss Treatment Summary
12 (Nov. 16)	Halbur & Halbur Ch. 5 MacCluskie Ch. 2	*Here and Now Processing *Tapes *Practice of Interventions *Group Summary Due
13 (Nov. 23)		*Handouts and Special Topics
14 (Nov. 30)		Special Topics

15 (Dec. 7)	Handouts	*Crisis and Trauma Tape 3 Due *Tapes *Handouts *Subjective Assessment Due
16 (Dec. 14)		Individual Conferences *Final Evaluations *Final Paperwork Due

Schedule is subject to change at the discretion of the instructor.