



**TEXAS A&M UNIVERSITY-COMMERCE  
DEPARTMENT OF PSYCHOLOGY, COUNSELING AND SPECIAL EDUCATION  
551: PRACTICUM  
Mesquite Metroplex  
Fall 2016  
Tuesdays (7:20pm-10pm)**

**INSTRUCTOR**

Brooke Leird, Ph.D., LPC-S, LCDC  
Department of Counseling  
Texas A&M University-Commerce  
Email: bleird@leomail.tamuc.edu

**OFFICE HOURS**

Tuesdays before class. Please talk with me to arrange a time.

**CATALOG DESCRIPTION OF COURSE**

551. *Practicum*. Three semester hours.

Provides for continued development and practice of skills learned in Coun 516 and Coun 548. 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 548 and successful completion of Admission to Candidacy requirements (or the equivalent for those seeking school counselor certification only) within the Counseling Program.

**GENERAL COURSE DESCRIPTION**

Practicum is designed to develop students' counseling skills beyond the level required in Basic Skills and Advanced Basic Skills. The primary emphasis is on performing counseling and related activities in a specified agency or educational setting. As a result, Practicum comprises both on-campus and on-site experiences. Students will learn and practice a variety of counseling strategies in this course and will also have a field site where they will gain approximately 100 hours of experience. At the beginning of this course, students are expected to have completed and maintained the performance competencies specified for Basic Skills and Advanced Basic Skills.

**GENERAL 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; (5c)
2. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions; (5d)
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; (5d)
4. an orientation to wellness and prevention as desired counseling goals; (5a)
  5. self awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
  6. four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills);
  7. self-care strategies essential to the counselor role; (1d)
  8. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. (CMHC B1)
  9. knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health clients. (for CMCH students; CMHC B2)

**ADDITIONAL COURSE OBJECTIVES FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS include, but are not limited to the following:**

Students will demonstrate understanding and appropriate application of:

1. the ability to apply and adhere to ethical and legal standards in clinical mental health counseling; (B1)
2. knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health clients. (B2)
3. principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling; (D1)
4. multicultural competencies in clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders; (D2)
5. promoting optimal human development, wellness, and mental health through prevention, education, and advocacy activities; (D3)
6. effective strategies to promote client understanding of and access to a variety of community resources (D4)
7. culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling; (D5)
8. the ability to use procedures for assessing and managing suicide risk; (D6)
9. current record-keeping standards related to clinical mental health counseling (D7)
10. providing appropriate counseling strategies when working with clients with addiction and co-occurring disorders; (D8)
11. the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate; (D9)
12. maintaining information regarding community resources to make appropriate referrals; (F1)
13. advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients; (F2)
14. the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations; (F3)
15. selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols; (H1)
16. skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management; (H2)
17. screening for addiction, aggression, and danger to self and/or others, as well as co-occurring

- mental disorders; (H3)
- 18. the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care; (H4)
- 19. relevant research findings to inform the practice of clinical mental health counseling; (J1)
- 20. the development of measurable outcomes for clinical mental health counseling programs, interventions, and treatments; (J2)
- 21. the analysis and use of data to increase the effectiveness of clinical mental health counseling interventions and program; (J3)
- 22. diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments; (L1)
- 23. the ability to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (L2)

**ADDITIONAL COURSE OBJECTIVES FOR SCHOOL COUNSELING STUDENTS include, but are not limited to the following:**

Students will demonstrate understanding and appropriate application of:

1. the ability to apply and adhere to ethical and legal standards in school counseling; (B1)
2. the ability to articulate, model, and advocate for an appropriate school counselor identity and program; (B2)
3. self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms; (D1)
4. providing individual and group counseling and classroom guidance to promote the academic, career, and personal/ social development of students; (D2)
5. designing and implementing prevention and intervention plans related to the effects of a) atypical growth and development, b) health and wellness, c) language, d) ability level, e) multicultural issues, and f) factors of resiliency on student learning and development; (D3)
6. the ability to use procedures for assessing and managing suicide risk; (D4)
7. the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate; (D5)
8. multicultural competencies in relation to diversity, equity, and opportunity in student learning and development; (F1)
9. advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students; (F2)
10. advocating for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations; (F3)
11. engaging parents, guardians, and families to promote the academic, career, and personal/social development of students; (F4)
12. assessing and interpreting students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities; (H1)
13. selecting appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development; (H2)
14. analyzing assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs; (H3)
15. making appropriate referrals to school and/or community resources; (H4)
16. assessing barriers that impede students' academic, career, and personal/social development; (H5)
17. applying relevant research findings to inform the practice of school counseling; (J1)
18. the development of measurable outcomes for school counseling programs, activities,

- interventions, and experiences; (J2)
19. the analysis and use of data to enhance school counseling programs; (J3)
  20. the conducting programs designed to enhance student academic development; (L1)
  21. the implementation of strategies and activities to prepare students for a full range of postsecondary options and opportunities; (L2)
  22. the implementation of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement; (L3)
  23. to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school; (N1)
  24. locating resources in the community that can be used in the school to improve student achievement and success; (N2)
  25. consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development; (N3)
  26. using peer helping strategies in the school counseling program; (N4)
  27. using referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families; (N5)
  28. to participate in the design, implementation, management, and evaluation of a comprehensive development school counseling program; (P1)
  29. to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials use in classroom guidance, and advisor/advisee programs for teachers). (P2)

**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 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)**

**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. Receiving and using supervision
- VII. Crisis Intervention: Procedural guidelines at site
- VIII. Legal and ethical issues

**METHOD OF INSTRUCTION**

Lecture, discussion, supervised application, guided laboratory practice (See instructor syllabus.)

**COURSE REQUIREMENTS include, but are not limited to:**

- 1. Videotaping of Clients and Group Supervision.** All students are required to videotape 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 with each tape. The student will also complete at least 1½ hour per week of group supervision with other practicum students. Students will show tapes weekly, with written case consultation form, for group supervision.
- 2. Basic Skills Tape.** In addition to graded tapes with real clients, you will need to turn in a videotape of you with a classmate demonstrating your basic counseling skills (i.e., paraphrase, minimal encouragers, reflections of feeling and meaning, immediacy, confrontation).
- 3. 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 a group session can count as one of your tapes submitted and/or shown during class. 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.
- 4. Case Conceptualization and Technique Presentation.** You are required to present a detailed case conceptualization of one of your clients whom you have seen throughout the semester. During this presentation, you will also discuss and show a tape that exhibits your chosen theory and the appropriate counseling technique(s) and/or intervention(s) you have used in your sessions with this client. The presentation will be approximately 30 minutes. Each student will pass out a handout. Your handout will be a basic overview from the bulleted items of the case conceptualization. The case conceptualization will come from the outline given by the professor. Expect the case conceptualization to be about 4-5 pages.

**5. 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 and **be on time** 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. Your supervisor's feedback will have a direct impact on your final course grade. You will need to show weekly tapes during individual supervision sessions.

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 therapy sessions with clients.

### **SUMMARY OF GRADES**

<u>Activity</u>	<u>Points</u>
Basic Skills Tape	50
Tape #1 and Reflection	100
Tape #2 and Reflection	150
Tape #3 and Reflection	150
Group Summary	100
Case Conceptualization/Technique Presentation	150
Attendance, Participation, and Readings	300
<hr/>	
Total Points Possible	1000

**Grading Scale:** You must earn a total of 800 points or higher to pass this class with an "S".

### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

The following is a general description of the qualities of performance that meet grade criteria for this course.

An "A" represents an exceptionally high level of effectiveness in the use of the process and communication, conceptualization, personalization, and professional skills taught in this course. 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 "B" represents an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement.

A "C" 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 an Internship (552) placement.

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.

## **REQUIRED TEXT(S) AND/OR READING(S)**

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

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

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

Readings provided by the professor

## **RECOMMENDED TEXTS**

Erford, B. T. (2014). *40 Techniques every counselor should know (2nd edition)*. Boston, MA: Pearson Merrill.

Halbur, D.A. & Halbur, K.V. (2015). *Developing your theoretical orientation in counseling and psychotherapy*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education.

Ivey, A., Ivey, M. & Zalaquett, C.P. (2014). *Intentional interviewing and counseling: Facilitating development in a multicultural society* (8th ed.). Pacific Grove, CA: Brooks/Cole. ISBN-13: 978- 1285065359

**Encrypted flash drive** –I would suggest at least 32 GB.

## **ATTENDANCE**

Attendance in this class is important. 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 **two absences** from class will result in a deduction of your final grade. Make every attempt to be on time. Arriving late will also impact your grade.

Late assignments will start at 50% if the assignment is submitted to the professor before the next class after the assignment due date. If the late assignment is not submitted before the next class, the student will receive a zero on the assignment.

## **SYLLABUS CHANGE POLICY**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **ACCOMMODATIONS FOR 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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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.)

### **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.

### **UNIVERSITY CLOSING DUE TO WEATHER**

Check [www.tamuc.edu/](http://www.tamuc.edu/) regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

### **CAMPUS CONCEALED CARRY**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.



Week	Topic/Reading	Assignment
<b>8/30</b>	Introductions; Syllabus Review Practicum & Internship Handbook, School or Community.	
<b>9/6</b>	ACA Code of Ethics Basic Counseling Skills  First Session/Intake	--Bring Practicum Paperwork and proof of liability insurance -Bring copy of site intake form, site confidentiality form, etc
<b>9/13</b>	Theory and Practice Techniques and Interventions	<b>Basic Skills Tape Due</b> Bring an article/book that discusses your theory & population you are working with at site
<b>9/20</b>	Utilizing Supervision	Review Tapes Read Supervision Article
<b>9/27</b>	Goal Setting Directing Session	<b>Tape 1 Due</b> Review Tapes
<b>10/4</b>	SOAP notes Treatment Plan	Review Tapes Read SOAP Notes Article
<b>10/11</b>	Multicultural Counseling	Review Tapes Read Multicultural Article
<b>10/18</b>	Mid-Term Evaluations	<b>Tape 2 Due</b> Review Tapes
<b>10/25</b>	Children and Adolescents	Review Tapes
<b>11/1</b>	Marriage and Family	Review Tapes Ready Family Therapy Article
<b>11/8</b>	Self-Care Self-Awareness	<b>Tape 3 Due</b> Review Tapes Read Self-Care Article
<b>11/15</b>	Group Counseling	<b>Group Summary Due</b> Review Group Tapes
<b>11/22</b>	Crisis and Trauma	Review Tapes Read Self-Harm Article
<b>11/29</b>	Substance Abuse Resistance	<b>Case Presentations</b> Ready Substance Abuse Article
<b>12/6</b>		<b>Case Presentations</b>
<b>12/13</b>	Finals Week	Final Paperwork Submitted