



On-Campus Course Syllabus

CSL 630 L00.A

Practicum I

Fall 2019

Class Information

Day and Time: Tuesday 7:00 to 9:30pm

Room Number: E205

Contact Information

Instructor Name: Josh Freeman

Instructor Email: jfreeman@criswell.edu

Instructor Phone: 972-246-9553

Instructor Office Hours: By appointment only

Course Description and Prerequisites

In order to be eligible for this course, students must have the approval of the department chair, be in good academic standing, completed all degree prerequisites, and be in the final 12 hours toward M.A. Counseling degree completion. It is designed to provide supervised practical counseling experience from a professional perspective that can be applied in a ministry, school, agency, or college setting. Students learn the basics of active listening skills and appropriate counseling techniques through role-play and supervised counseling experience. Students must have three to five actual tape-recorded sessions and acquire 150 hours of indirect and direct counseling experience at an approved site. Practicum students will meet with the professor every week. Interview summaries, detailed analyses, and other relevant counseling experiences are a part of the course. Orientation to the role of the professional counselor and ethical concerns are re-addressed.

(Prerequisite: CSL 650).

Course Objectives

Throughout the duration of this course, the student will:

1. Demonstrate the basic skills necessary to build and maintain a professional therapeutic client relationship throughout the counseling process, i.e. the working phase, implementation and evaluation phase, and termination of the counselor/client relationship.
2. Establish and continue to build a Counselor Identity that is based in counseling theory with the associated techniques and skills.
3. Identify and understand ethical, and legal standards of practice for the licensed professional counselor.
4. Evaluate in-class training sessions and on site, video-taped sessions to affirm strengths and positive changes as well as to identify areas needing further growth and development.
5. Review assigned video-taped sessions to affirm strengths and positive changes as well as to identify areas needing growth and development.
6. Additional CACREP standards are included below:

1.	Practicum Experience		Fail	Incomplete	Pass
1a.	Complete 150 hours (at least 50 direct client hours)	F1			
1b.	Complete at least one hour per week of individual and/or triadic supervision on site.	F2			
1c.	Complete approximately 40 hours of group supervision/instruction.	F3			
2.	Core Competencies/Skills Development				
2a.	Demonstrate proficiency in active listening skills and establishing/maintain a therapeutic relationship.	G5c			
2b.	Demonstrate proficiency in developing a comprehensive therapeutic assessment and collaborative goal setting.	G7g, H1			
2c.	Demonstrates proficiency in collaborative discharge planning.	H1			
2d.	Demonstrates sensitivity to risk factors and the ability to assess and manage risk appropriately.	G5g			
3.	Professional Development				
3a.	Engages in networking locally and/or through professional organization activity.	G1b			
3b.	Demonstrates appropriate self-awareness, self-care, and professional development planning.	G1g			
3c.	Demonstrates critical self-assessment and planning to continually improve professional competence	G1g			
3d.	Articulates how regional, national, and international issues affect the role of the counselor.	G1g			
4.	Theoretical Foundations				
4a.	Demonstrates effective application of appropriate theoretical models to help clients conceptualize issues of concern within a therapeutic frame.				
4b.	Effectively applies methodology and techniques to address client concerns.				
4c.	Identifies evidence based foundation for therapeutic approach	G8d			
5.	Professional Integrity and Ethics				
5a.	Develops and maintains accurate client records including (but not limited to) informed consent, assessments, treatment plans, and session notes.				
5b.	Familiar with all applicable laws and ethical standards, and demonstrates integration of these standards in practice.				
5c.	Demonstrates in-depth understanding of special issues in counseling and the ability to address them both therapeutically and ethically.	G2b			
5d.	Demonstrates broad understanding of multicultural issues including race, gender, and religious differences, and sensitivity to client autonomy and self-determination.	G2b			

*The objectives of this course are aligned with the licensure laws for Texas meeting educational requirements for licensure as an LPC (See Texas Rule §681.82).

Required Textbooks

Scott, J., Boylan, J., & Jungers, C. (2009). *Practicum & internship (5th ed.)*. New York, NY: Routledge: Taylor & Francis Group. ISBN 9781138796515

Teyber, E., & McClure, F.H. (2006). *Interpersonal process in therapy: An integrative model (5th ed.)*. Belmont, CA: Thomson Brooks Cole. ISBN 9780495604204

Desk reference to the diagnostic criteria from DSM-5. (2013). Washington: American Psychiatric Publishing. ISBN: 9780890425565

Required Reading

- Purdue's APA guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- American Counseling Association. (2015). Code of Ethics. Online resource, <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- Texas Department of State Health Services. (2014). Texas Administrative Code: Texas Board of Examiners of Licensed Professional Counselors Code of Ethics.
- The National Board for Certified Counselors. (2014). The National Counselor Examination for Licensure and Certification. Online resource, <http://www.nbcc.org/nce>

Course Requirements and Assignments

1. All students must have the following by the first day of class:
 - **Malpractice Insurance** obtained through a reputable organization like the AACC for liability purposes while counseling real clients during the 16 weeks.
 - **A chosen practicum site** – Completion of the 150 hours is an absolute must in order to pass the course.
 - **Signed Documentation for the following:**
 - a. Practicum Site Application
 - b. Practicum Site Supervisor Application
 - c. Video Consent Form
 - d. Hours Log Form
 - e. Onsite Student Evaluation
 - f. Practicum Site Evaluation
2. Thirty-five percent (35%) of the student's semester grade will depend on 3 video-taped counseling sessions. These will be presented in class along with the associated Case Conceptualization for each of the sessions. Case Conceptualizations are due before the time of each Video Presentation. Students must have a signed Video Consent Form before the taping of any session, and delete the session once it is reviewed.
3. Thirty-five percent (35%) of the student's grade will depend upon further research and presentation on a key Ethical Issue faced by professional counselors and counselors in training. The ethical topic will be the student's choice, upon approval from the Professor of Record. The research paper should have a minimum of ten different sources (recent books and reputable journal articles). Within the body of the paper, the student will create a Case Study that presents an "ethical dilemma" related to the topic of choice. The student will then provide the necessary ethical considerations and detailed steps needed to

resolve the dilemma. The research paper will be approximately ten to twelve pages. When writing and organizing the paper, the student will adhere to APA style.

4. Thirty percent (30%) of the student's grade will depend upon attending and actively participating in regularly scheduled class meetings throughout the course of the semester, completion of reading assignments, completion of assigned documents and paperwork, professionalism, participation, and the completion of the student's Practicum Portfolio due at the end of the semester in PDF form. The Practicum Portfolio consists of the following:
 - Course syllabus
 - Supervision contract
 - Texas LPC Board Code of Ethics and ACA Code of Ethics
 - Proof of liability insurance
 - Weekly Journal
 - A blank copy of Informed Consent Form
 - Case Conceptualizations (without client names) including Feedback and Self Evaluations
 - Outline and description of group counseling conducted for a special population or for a special type of problem.
 - Summary of Assessments Tools and Copies utilized at the setting
 - Description of Counseling Services Provided (including brochures, forms, handouts, descriptions of counseling activities, etc.)
 - Description of Presentations or Workshops attended.
 - Brochures from Professional Meetings attended.
 - Summary of Counseling Philosophy
 - All Signed Documentation including Hours Log (indicating total direct and indirect hours).

Note: Once the Practicum Portfolio is reviewed by the professor, the student will retain a copy of his/her Practicum Portfolio for his/her personal files.

Hours

Practicum students will complete 150 clock hours in the practicum experience. This includes:

- 40 hours of CLS 630
- 15 hours of agency supervision (1 hour each week)
- 50 hours of direct client contact (individual, couple, marriage, group counseling experience)
- 45 hours of other indirect contact hours on site

Counseling Records

In addition to the requirements listed above, practicum students will be responsible to:

- Maintain clear and up-to-date client records that include therapy goals and treatment plans.
- Fill out weekly reports on client contact, supervision hours, and hours spent at the counseling site.
- Keep a personal record of hours for licensure purposes
- Report weekly for ongoing supervision
- Present a documented summary of hours at the end of the semester
- Turn in a "Practicum I Folder" at the end of the semester including all copies of documentation, weekly journal entries, and assignments.

Course/Classroom Policies and Information

Written Assignments

Unless otherwise stated, all papers are due at the beginning of class on the day listed in the Course Outline. Late papers will be penalized by 1pt per day they are late. All papers must be written double-spaced, in Times New Roman font, and with 1" margins. Points will be deducted for poor writing, poor grammar, spelling errors, and unorganized thought progression. APA format is encouraged for formal assignments.

Digital Devices

In this class, it is considered inappropriate to check email or text during class. Do not access your laptops in class and turn your cell phones to "silent" (not vibrate). If you have an emergency situation in which someone must be able to contact you during class, please bring it to my attention prior to class and set your phone to vibrate. As developing counselors we practice the ability of being present and focused. This class will provide that opportunity.

Communication with Instructor

Communication between student and instructor is key to professional growth and educational success. The instructor is here to support and guide each student in their academic endeavors. Therefore please bring any concern or issue to the attention of the instructor. Emails should be between the student's Criswell email address and the instructor's Criswell email address and the student should address the instructor with courtesy and respect.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	8/20	Syllabus/Practicum I Manual	Introduction to the Course, Syllabus	Liability insurance, Site Application, and Supervisor Application
2	8/27	SBJ Chapters 1&2	Preparing for Practicum / Securing a site	Reading Case Management
3	9/3	SBJ Chapter 3	Working with Clients	Reading Case Management
4	9/10	SBJ Chapter 4	Assessment & Case Conceptualizations	Video 1 Due , Reading Case Management
5	9/17	Teyber Chapter 1	Interpersonal Process Approach	Reading Case Conceptualization
6	9/24	Teyber Chapter 2	Establishing a working alliance	Reading Case Management
7	10/1	Teyber Chapter 3	Client Resistance	Reading Case Management
8	10/8	Teyber Chapter 4	Internal focus for change	Video 2 Due , Reading Case Management
9	10/15	Teyber Chapter 5	Helping clients with feelings	Reading Case Conceptualization
10	10/22	Scott and Boylan 10	Working with Clients in Crisis	Reading Case Management
11	10/29	Teyber 10	Working-Through and Termination	Reading Case Management
12	11/5	SBJ Chapter 5	Goal Setting & Treatment planning	Video 3 Due , Reading Case Conceptualization
13	11/12	SBJ Chapter 8	Ethical Issues	Reading Case Management
14	11/19	SBJ Chapter 9	Legal Issues	Ethics Paper , Reading Case Management
15	11/26	FALL Break		
16	12/3	What's Next?	Next steps and NCE / Licensure	Course Paperwork
17	12/10	Final Exam	NO FINAL EXAM	Student Portfolio Due

READING REPORT
Fall 2019

For all assignments please list the percentage of pages read of those assigned and circle/bold/highlight the depth at which the material was read.

Interpersonal Process in Therapy – Teyber & McClure

<u>Chapter 1</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 2</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 3</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 4</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 5</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied

Practicum and Internship – Scott, Boylan, & Jungers

<u>Chapter 1</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 2</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 3</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 4</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 5</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 8</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 9</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied

Of the above percentages read, what is the estimated percentage read by the due date? _____

By signing I affirm that the above reading report is both true and accurate.

Signature: _____ Printed: _____