



On-Campus Course Syllabus

CSL 640 L00.A

Practicum II

Spring 2020

Class Information

Day and Time: Monday 4:15 to 6:45pm

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

A continuation of CSL 630. Students apply knowledge and skills in a face-to-face relationship gained from previous course work in their degree program. Students work under the supervision of a field counselor with accountability to the professor of record. A professional portfolio is prepared that reflects field experiences integrated with course content and research. A minimum of 150 field experience clock hours is required, averaging about 8 hours per week, during the course of the semester. Faculty counseling program professors visit student at their assigned school at least twice during each semester. (Prerequisite: CSL 630).

Course Objectives

1. Articulate the key components for an emerging professional counselor i.e., theoretical orientation and associated techniques, seamless development of a therapeutic alliance, and most importantly for this final practicum course before graduation, facilitating the counseling relationship through to termination.
2. Identify and demonstrate the ethical standards of practice for the professional counselor according to the Texas LPC Board for Professional Counselors.
3. Develop and enhance skills and techniques related to the student's Theoretical Orientation for individual, marriage and family, and crisis counseling.
4. Engage in ongoing supervision both in class and onsite. Supervision will address issues insofar as they relate to improving counseling effectiveness, not as a means of providing personal therapy to the supervisee. The instructor functions as a supervisor, not as a personal counselor, to the counselor-in-training.
5. Consider four to six counseling sessions recommended to address personal issues and for the counselor-in-training to experience what it's like "on the other side."
6. Review assigned video-taped sessions with clients to affirm strengths and positive changes as well as to identify areas needing growth and development.
7. Present Case Conceptualizations that demonstrate counseling theories and associated techniques with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
8. 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

Recommended Reading

Johnson, Eric & Jones, Stanton (Eds.), Psychology & Christianity: Five Views. Downers Grove: IVP, 2010, pp. 271.

McMinn, Mark & Campbell, Clark. Integrative Psychotherapy: Toward a Comprehensive Christian Approach. Downers Grove: IVP Academic, 2007, pp. 403.

McMinn, Mark. Psychology, Theology, and Spirituality in Christian Counseling. Wheaton: Tyndale, 1996.

Stevenson, Daryl, Eck, Brian & Hill, Peter (Eds.), Psychology & Christianity Integration: Seminal Works that Shaped the Movement. Batavia, IL: Christian Association for Psychological Studies, 2007, pp. 386.

Dattilio, F. (2010), *Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians*. New York, NY: Guilford Press. ISBN 9781462514168

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 of the student's Theoretical Orientation for either Individual Counseling, Marriage and Family Counseling, or Trauma. Research will include books, journal articles, and Continuing Education courses, seminars, or conferences. The student will write an 8 to 10 page paper addressing the highlights of the theory and practical application of the theory and associated techniques. The student will present his/her findings to the class for approximately 30 to 40 minutes with a time for questions, handout, and PowerPoint. The written part of the assignment in APA Style and Format is due before the time of the presentation.
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. 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. Original copies of Hours Log, Signed Documentation, and Evaluations will need to be provided for the Site Supervisor to keep at the end of the semester.

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	1/20	MLK holiday		
2	1/27	Syllabus/Practicum II Manual	Introduction to the Course, Syllabus	Liability insurance, Site Application, and Supervisor Application
3	2/3	Teyber 6	Family Counseling Theory	Chapter 6 Reading Case Management
4	2/10	Teyber 7	Inflexible Coping Strategies	Chapter 7 Reading Case Management
5	2/17	Video Tape 1 Due	Video Tape 1 Due	Video Tape 1 Due Case Conceptualization
6	2/24	Scott & Boylan 4	Assessment and Case Conceptualization	Chapter 4 Reading Case Management
7	3/2	Scott & Boylan 5	Goal Setting, Treatment Planning, and Treatment Modalities	Chapter 5 Reading Case Management
8	3/9	Video Tape 2 Due	Video Tape 2 Due	Video Tape 2 Due Case Conceptualization
9	3/16	Spring Break		
10	3/23	Scott and Boylan 10	Working with Clients in Crisis	Chapter 10 Reading Case Management
11	3/30	Teyber 10	Working-Through and Termination	Chapter 10 Reading Case Management
12	4/6	Video Tape 3 Due	Video Tape 3 Due	Video Tape 3 Due Case Conceptualization
13	4/13	Student Presentations	Student Presentations on Continuing Education Topic	Student Presentations
14	4/20	Student Presentations	Student Presentations on Continuing Education Topic	Student Presentations
15	4/27	Practicum Portfolio Due	Final Documents Due	Practicum Portfolio Due
*	5/1		Final Grades Due for Graduating Students	
16	5/4	What's Next?	Next steps and NCE / Licensure	What's Next?
17	5/11	Final Exam	NO FINAL EXAM	Finals Week
*	5/16	Graduation	Commencement Ceremony	

READING REPORT
Spring 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 6</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 7</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 10</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied

Practicum and Internship – Scott, Boylan, & Jungers

<u>Chapter 4</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 5</u>	Percentage read: _____	Skimmed	Read Normally	Thoroughly Studied
<u>Chapter 10</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: _____